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ABSTRACT

This instructional guide for a one-credit comprehensive laboratory course for grades 9-12 provides a broad range of knowledge and skills related to personal development and management, promotion of strong families, and preparation for adult roles. Introductory materials consist of a course description; overview of course design; facilities, equipment, and resources; and a section on how to use the guide. Texas Essential Knowledge and Skills for Home Economics Education are presented in a two-column format with numbered general knowledge and skills statements in the left column and related statements of expected student performance in the right. Sample block plans and a block planning master illustrate one way to carry out the course. The instructional strategies section allots two pages for strategies addressing each statement of expected student performance. Each strategy has a number and header designation. Examples of headers are brainstorming, case study, class discussion, game, group activity, laboratory experience, research, role play, and skit. A light bulb icon beside a header indicates that creative techniques are suggested in another section. A notes column on each page displays information and icons that point out where teaching aids have been used and other pertinent information. A list of resources is provided. Other sections provide supervised career-connections experiences; blended activities; creative ideas; TAAS objectives and proficiency; bibliography; and teaching aids (transparency masters, student information sheets, activity sheets, assessment devices, and other tools). (YLB)

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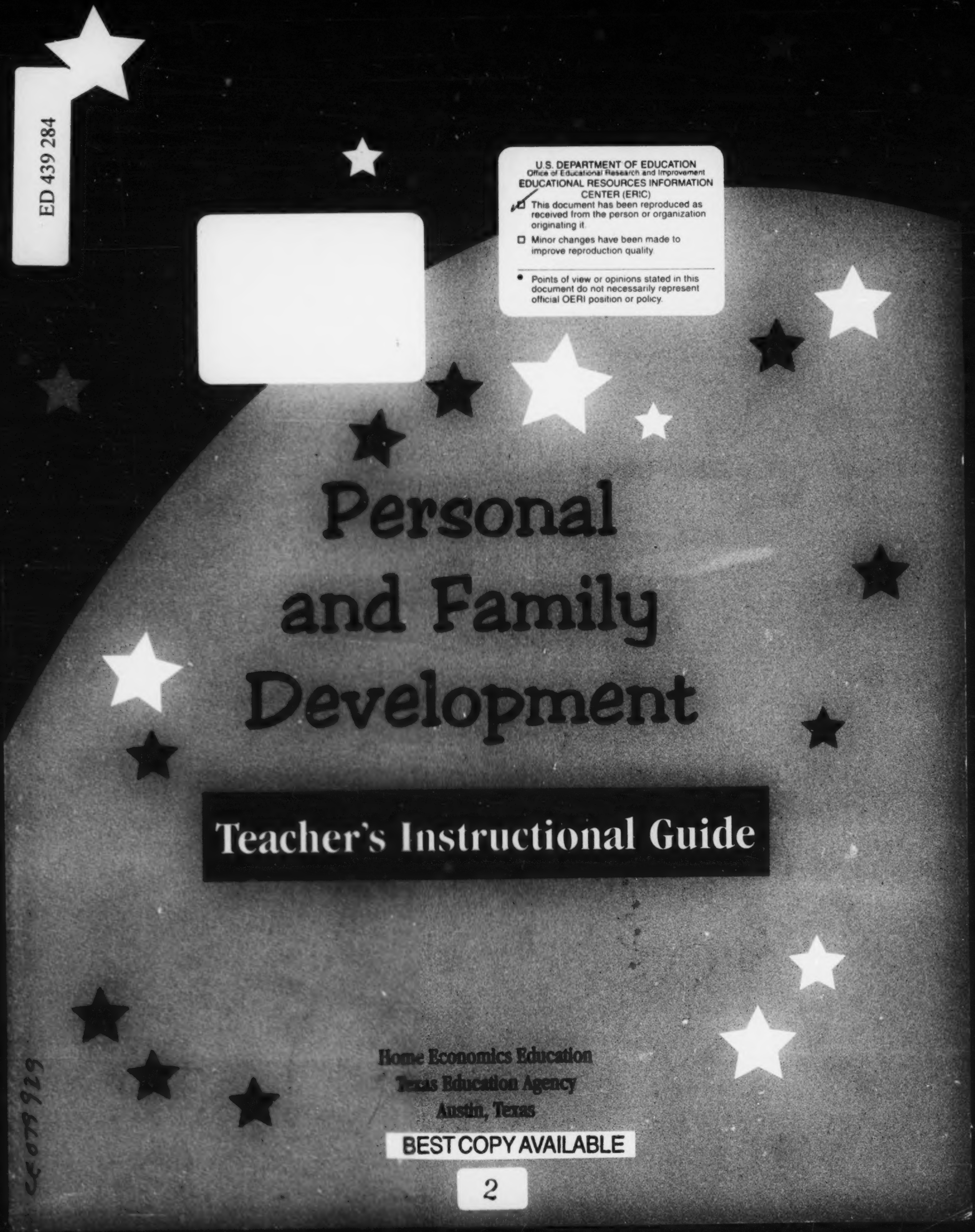

Personal and Family Development

Teacher's Instructional Guide

Home Economics Education
Texas Education Agency
Austin, Texas

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Personal and Family Development

Teacher's Instructional Guide

Developed and disseminated by:
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It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except when age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

How to Use the Instructional Guide

You will be able to utilize the *Personal and Family Development Teacher's Instructional Guide* most effectively if you first understand all components and how they work together. Read through the Table of Contents and familiarize yourself with the various components of the instructional guide. Following are descriptions and suggestions for utilizing components within each section to maximize instructional effectiveness.

INTRODUCTION

Read the Introduction for information specific to the course on
- Course Description
- Overview of Course Design
- Facilities, Equipment, and Resources
- Future Homemakers of America

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR HOME ECONOMICS EDUCATION

Familiarize yourself with the TEKS for Personal and Family Development. A copy of the Texas Administrative Code, Chapter 122.12, is provided in this document for your convenience.

The Texas Essential Knowledge and Skills are presented in a two-column format. In the left column are the numbered general knowledge and skills statements, [i.e., (1), (2), (3)]. In the right column are the related statements of expected student performance, sometimes referred to as knowledge and skills expectations [i.e., (A), (B), (C)]. Two pages have been allotted in the **Instructional Strategies** section for instructional strategies addressing each statement of expected student performance. Additional strategies that simultaneously address multiple statements of expected student performance are included in the **Supervised Career-connections Experiences** and **Blended Activities** sections of the instructional guide.

BLOCK PLANS

The block plans are included strictly as one example of how each course might be carried out in the available instructional time. It is intended that the block plans will serve only as an aid to teachers in planning instruction for the Texas Essential Knowledge and Skills for the course.

There will be many instances where time allotments as shown on the block plans will vary from time allotments as planned in your classroom. Factors impacting actual allotment include class size, length of class period, the school calendar, and local district policies. Also, time allotment will vary according to selected instructional strategies and the degree of emphasis placed on specific strategies and TEKS.

Local districts are encouraged to use the blank block forms found in this section to customize plans to accommodate other scheduling arrangements or to otherwise meet individual needs.

INSTRUCTIONAL STRATEGIES

Several instructional strategies are provided for each statement of expected student performance. It is not expected that you would use all strategies, but that you would select from the options those that best meet the needs of your students.

One of your greatest challenges in teaching the new TEKS is that of providing students with updated content information. Information changes so rapidly, and sources of information are so varied, that it is inappropriate and virtually impossible for the instructional guide to narrowly define much of the actual content. While some instructional strategies have built in obvious sources of information input, it is important for you to consciously seek and provide sources of information for each knowledge and skills expectation. The *Teacher's Instructional Guide* provides direction for resources and some background information sheets for both student and teacher use. Keeping abreast of content information can be accomplished through professional development, curriculum resources, professional organizations, and personal study. It is vital for all teachers continually to bring course content up-to-date.

The most important consideration is that students be enabled to meet each knowledge and skills expectation. Ask yourself continually, "How can I provide instruction so that students will know and be able to do what is expected?" As you analyze the student expectation provided in the shaded box at the top of each set of strategies, be sure to put that statement in the context of the general knowledge and skills statement.

> *For example, TEKS 1A states: The student is expected to compare characteristics of chronological, physical, emotional,social, and intellectual maturity. Remember that TEKS 1A, 1B, 1C, 1D, 1E and 1F all fall under TEKS 1: The student demonstrates personal behavior reflecting sound decision making and responsibility.*

To help you frame this important connection, twenty-eight divider pages have been inserted within the instructional strategies – one before each new numbered TEKS statement.

The **Instructional Strategies** section has been designed to teacher specifications – to facilitate ease of use and to provide as much needed information as possible. The following aids have been built into the format.

Notes Column
The Notes column on the outside of each page was designed to provide space for your own notes and to display information and icons that point out the following:

- where Teaching Aids provided in the guide have been used within the strategies
- strategies which correlate with exit level TAAS objectives and academic principles for reading, writing, mathematics, science, and social studies
- strategies that utilize technology applications
- opportunities for integration of FHA/HERO programs and projects within specific strategies

TA 1 Maturity Is...

TAAS WRITING

Strategy Headers
Each instructional strategy has been given a number and header designation so that you can easily locate and reference specific strategies and tell at a glance what general methodology is involved. In addition, the light bulb icon beside a header indicates that creative techniques related to the methodology are suggested in the **Creative Ideas** section.

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Course Description

Personal and Family Development (PERFAMDV) **12201210**
Recommended Grade Placement: 9-12 Credit: 1
Recommended Prerequisite: None

This comprehensive laboratory course is designed to address a broad range of knowledge and skills related to personal development and management, promotion of strong families, and preparation for adult roles. Content includes a focus on interpersonal skills; decision-making; promotion of family strengths and well-being; developing positive relationships with peers; child development and care; and clothing selection and maintenance. Other studies address nutrition and dietary practices; food selection and preparation; budgeting and consumer-buying practices; and management of family housing needs. Influences of societal and technological changes, career options, and the management of multiple family, community, and career roles are included.

Overview of Course Design

The process of developing the essential knowledge and skills focused on bringing all Home Economics content up-to-date in reflecting cultural, societal, demographic, economic, and technological changes. Further, in order to accommodate the content additions and redirections necessary to achieve relevance, constraints on instructional time forced dropping content that, while "nice to know," is not "absolutely essential" in today's society. Following are examples of these and other new directions/emphases not evident in the above description of this course.

Personal and Family Development:

focuses on personal behavior reflecting responsibility and sound decisions
focuses on structures of the family unit throughout the life cycle
focuses on conflict resolution and negotiation in family relationships
focuses on caregiver practices for promoting the development, health, and safety of children, including those with special needs
focuses on consumer and personal effectiveness considerations in apparel selection, care, and repair/alteration; garment construction is not included
focuses on eating disorders and the impact of nutrition on individual and family health across the life span
focuses on nutritious dietary practices and nutrient retention in simple food preparation
focuses on family mealtime in relation to the strength and welfare of the family
focuses on personal management and decision making consistent with needs, goals, priorities, and quality family life
focuses on consumer-buying practices promoting effective resource utilization
focuses on consumer economics and resource management skills affecting careers
focuses on controlling housing, furnishings, and equipment costs
focuses on verbal, nonverbal, and electronic communication skills
focuses on leadership and teamwork in preparation for adult roles
focuses on promoting an appreciation and understanding of cultural diversity
focuses on career options, preparation requirements, and management practices
focuses on application of school-based learning in family, community, and employment settings
focuses on accommodation and utilization of technological advancements applying to personal and family life

Facilities, Equipment, and Resources

This comprehensive course utilizes a state-of-the-art content laboratory arrangement that accommodate development of Personal and Family Development essential knowledge and skills through locally selected instructional strategies. Although textbooks previously used for Comprehensive Home Economics are available, they are dated and inadequate. Utilization of a rich variety of hands-on laboratory experiences and up-to-date resources and technologies, including computers, software, and the information super highway, is critical for enriched instructional effectiveness, relevance, and retention.

Future Homemakers of America

Future Homemakers of America activities can be most effectively structured to serve as one of the many methods of instruction used in the classroom (i.e., independent study, group work, role play, questioning). As a method of instruction, activities of the organization reflecting specific home economics content are incorporated into the Personal and Family Development course. Chapter activities need to be designed to accommodate chapter projects, community needs, and the desires of the students involved.

FHA/HERO activities are included as integral parts of instruction within several components of this instructional guide. Each instance is denoted by the Future Homemakers of America emblem in the margin.

- **Instructional Strategies** – FHA/HERO activities are written into the individual strategy when the project or program is an integral part of that specific learning experience.
- **Instructional Strategies** – Suggested FHA/HERO activities are provided in a box at the end of the numbered set of strategies to generate additional ideas for projects and programs that are relevant to the overall Texas Essential Knowledge and Skills (TEKS) statement, but not tied to a specific strategy.
- **Supervised Career-connections Experiences** – Throughout the course, FHA/HERO projects and programs are suggested that, depending on depth and extent, could constitute a supervised career-connections experience.
- **Blended Activities** – A separate page has been included in this section to provide ideas for FHA/HERO projects and programs that address multiple Texas Essential Knowledge and Skills.

As a method of instruction rather than the sole point of instruction, Future Homemakers of America programs and projects will be present in instruction but not itemized in block plans. A chapter's organizational structure and the teacher's approach to utilizing the organization as a method of delivering course content will influence whether to have chapter activities once a week, once a month, or have some activity related to the content filtered into the curriculum on a more regular basis.

Resources available from the organization's national headquarters to assist with starting a chapter and integrating it into the curriculum are the *Co-Curricular Guide* and *FHA/HERO Handbook*. Additional national resources helpful to Personal and Family Development teachers and students include handbooks for the various national programs, such as *FHA/HERO Career Connection* and *Leaders at Work*.

Following are examples of headers used, with brief explanations or comments where titles may not be self-explanatory. The **Creative Ideas** section provides elaboration on many of these techniques.

- **AUDIOTAPE**
- **BRAINSTORMING** (see the Creative Ideas section)
- **CASE STUDY** (see the Creative Ideas section)
- **CLASS DISCUSSION**
- **DEBATE** (see the Creative Ideas section)
- **DEMONSTRATION**
- **EDUCATIONAL TOUR**
- **GAME** (see the Creative Ideas section)
- **GROUP ACTIVITY** (see the Creative Ideas section)
- **GUEST SPEAKER** (see the Creative Ideas section)
- **INDIVIDUAL ACTIVITY**
- **INTERNET SEARCH/ACTIVITY** (see the Creative Ideas section)
- **INTERVIEW**
- **LABORATORY EXPERIENCE**
- **OBSERVATION**
- **ORAL PRESENTATION** (see the Creative Ideas section)
- **PANEL DISCUSSION** (see the Creative Ideas section)
- **PROBLEM SOLVING**
- **PROJECT**
- **RESEARCH** – The header usually designates the systematic search for and collection of information about a particular subject, although some activities may involve more extensive research methods or more formal research projects.
- **ROLE PLAY**
- **SCENARIO** (see the Creative Ideas section)
- **SKIT**
- **SURVEY**
- **SYMPOSIUM** – In a symposium format, several persons present short, prepared speeches to a group on various aspects of a topic. Members of the group may ask questions after presentations are made. For example, three or four students research a particular topic and present information to the class; class members then dialogue with the presenters through questioning following the presentation.
- **TEAMWORK** (see the Creative Ideas section)
- **VIDEOTAPE** – Few videotapes are referenced by name other than those available from the Home Economics Curriculum Center; these are suggested as samples because they have been previewed for content and appropriateness. Teachers are encouraged to utilize additional videotapes they have personally previewed for appropriateness.
- **VISUAL DISPLAY** (see the Creative Ideas section)
- **WRITTEN EXERCISE**

Resources

Space is provided at the end of each set of strategies for resources pertinent to each knowledge and skills expectation. Specific books, periodicals, agencies and organizations, videotapes, and Web sites are often listed, and space is provided for you to list additional resources.

A complete bibliography of all resources is provided under the tabbed divider, **Resources**.

SUPERVISED CAREER-CONNECTIONS EXPERIENCES

Examples of career-connections experiences for students enrolled in the Personal and Family Development course are provided. The "Note to the Teacher" on the introductory page to this section provides additional information about supervised career-connections experiences. Teaching Aid 193, ***Activity Assessment***, has been provided as an example of an assessment tool for experiences such as these.

BLENDED ACTIVITIES

Blended activities are teaching and learning strategies that encompass several knowledge and skills expectations. These activities promote student learning of multiple TEKS simultaneously through hands-on, project-based, and/or problem-solving activities.

Blended activities provide extension and application of the basic knowledge and skills developed in strategies that address each individual student expectation. Some also serve as a means of authentic assessment. Teaching Aid 193, ***Activity Assessment***, is also appropriate for many blended activities.

Included in the **Blended Activities** section are suggestions for FHA/HERO projects and programs that address multiple knowledge and skills expectations.

CREATIVE IDEAS

The rationale for this section, and guidelines for use, are provided on the section introductory page. Please read the **Creative Ideas** section! It provides many ideas for promoting active learning, as well as suggestions for saving teacher time and enhancing student learning and skills development.

TAAS OBJECTIVES AND PROFICIENCY

In response to teacher requests, a tabbed divider has been provided as a placeholder for filing updated TAAS objectives. This convenience, along with the icons for reading, writing, mathematics, science, and social studies in the Notes column of Instructional Strategy pages, will help you reinforce important academic concepts related to Personal and Family Development content.

RESOURCES

The resource section includes a bibliography of resource ideas generated by writers and reviewers of the document. Resources, which are listed alphabetically, include books, periodicals, agencies and organizations, videotapes, and Web sites.

A separate divider/section has been provided so you can add additional resources that you locate or obtain through professional development sessions.

TEACHING AIDS

In response to popular demand, teaching aids include transparency masters, student information sheets, activity sheets, assessment devices, and other tools to facilitate instruction (and save teacher development time!).

Chapter 122. Texas Essential Knowledge and Skills for Home Economics Education

Subchapter B. Home Economics Foundations, High School

Statutory Authority: The provisions of this Subchapter B issued under the Texas Education Code, §28.002, unless otherwise noted.

§122.11. Implementation of Texas Essential Knowledge and Skills for Home Economics Education, Home Economics Foundations, High School.

The provisions of Chapter 122, Subchapters B-K, shall supersede §75.83 of this title (relating to Vocational Home Economics) beginning September 1, 1998.

Source: The provisions of this §122.11 adopted to be effective September 1, 1998, 22 TexReg 5031.

§122.12. Personal and Family Development (One Credit).

(a) General requirements. This comprehensive laboratory course is recommended for students in Grades 9-12. Each student is expected to complete a supervised career-connections experience each semester.

(b) Introduction. Home economics education provides individuals and families with essential knowledge and skills for managing the challenges of living and working in a diverse, global society. Individuals utilize these skills to enhance career and personal effectiveness, promote family strength and well-being, and pursue career options.

(c) Knowledge and skills.

(1) **Personal development.** The student demonstrates personal behavior reflecting sound decision making and responsibility.

The student is expected to:

(A) compare characteristics of chronological, physical, emotional, social, and intellectual maturity;

(B) explain how personal priorities affect the choice of friends, activities, interests, and behaviors;

(C) practice social skills relevant to positive interactions with others in various situations;

(D) analyze the role of self-esteem in responsible behavior;

(E) explain how personal decisions and behavior are influenced by family, cultural, technological, societal, demographic, and economic considerations; and

(F) predict the implications of personal behavior and decisions on peers, families, society, and future generations.

(2) **Personal development.** The student applies principles for developing positive relationships.

The student is expected to:

(A) describe qualities necessary to support strong relationships;

(B) analyze roles of communication in developing positive relationships;

(C) practice methods of conflict resolution and negotiation in peer relationships;

(D) determine how healthy relationships assist in preparation for adulthood;

(E) point out the effects of cultural patterns on relationships;

(F) explain how friends influence behavior; and

(G) develop strategies for managing peer pressure.

(3) **Family studies.** The student describes the basic structures of the family unit throughout the life cycle.

The student is expected to:

(A) explain how family structure changes throughout the life cycle;

(B) explain how cultural diversity affects family structures in society; and

(C) interpret the effects of changing demographics on family structure.

(4) **Family studies.** The student analyzes family functions, roles, and responsibilities of family members.

The student is expected to:

(A) identify basic functions of the family and its role in society;

(B) discuss societal, cultural, demographic, and economic factors affecting the responsibilities of family members;

(C) evaluate methods to promote the health and safety of individuals and family members;

(D) analyze the multiple roles and responsibilities assumed by individuals within the family;

(E) assess the impact of technology on roles and responsibilities of family members; and

(F) identify management practices facilitating individuals assuming multiple family, community, and wage-earner roles.

(5) **Family studies.** The student determines factors that strengthen the family and create a sense of wellness.

The student is expected to:

(A) describe factors that contribute to strong family units;

(B) analyze the impact of violence on families;

(C) identify causes and effects of family stress and techniques for management and prevention;

(D) practice methods of conflict resolution and negotiation in family relationships; and

(E) identify resources to aid in strengthening the family unit.

(6) **Family studies.** The student determines career options in the area of family services.

The student is expected to:

(A) identify employment and entrepreneurial opportunities and preparation requirements in the area of family services; and

(B) describe rewards, demands, and future trends in careers related to family services.

(7) **Child development.** The student evaluates the responsibilities of parents and other caregivers in meeting the developmental needs of children.

The student is expected to:

(A) identify the basic needs of children;

(B) describe patterns of intellectual, physical, social, and emotional development in children;

(C) identify resources for promoting the development of children, including those with special needs;

(D) analyze responsibilities of caregivers for promoting the development of children;

(E) determine the relationship of society and culture on meeting developmental needs of children; and

(F) demonstrate caregiver behaviors and strategies promoting the healthy intellectual, physical, social, and emotional development of children.

(8) **Child development.** The student analyzes various methods of guidance for children.

The student is expected to:

(A) evaluate developmentally appropriate guidance techniques for children; and

(B) discuss causes, prevention, and treatment of child abuse.

(9) **Child development.** The student analyzes the responsibilities of parents and other caregivers for maintaining the health and safety of children.

The student is expected to:

(A) explain the responsibilities of caregivers for maintaining the safety of children;

(B) analyze the caregiver's role in meeting the nutritional requirements of children; and

(C) outline practices that promote the health and wellness of children.

(10) **Child development.** The student determines career options related to child development and early childhood education.

The student is expected to:

(A) identify employment and entrepreneurial opportunities and preparation requirements in the areas of child development and early childhood education; and

(B) describe rewards, demands, and future trends in child development careers.

(11) **Apparel.** The student analyzes consumer decision-making practices in individual and family apparel choices.

The student is expected to:

(A) describe factors influencing apparel selection;

(B) determine consumer practices facilitating effective management of the apparel budget;

(C) describe clothing selection practices that accommodate personal needs, including age, lifestyle, special needs, and career;

(D) point out technological advancements affecting apparel decisions; and

(E) determine the relationship of apparel decisions to peer influence, self-esteem, and personal effectiveness.

(12) **Apparel.** The student practices clothing-care procedures.

The student is expected to:

(A) interpret information on clothing-care labels;

(B) perform laundry procedures in accordance with clothing-care label information;

(C) describe practices for packing and storing apparel;

(D) utilize care labels and consumer skills as a basis for effectively securing appropriate clothing-care services;

(E) predict the impact of clothing-care requirements on overall wardrobe costs; and

(F) identify environmental issues related to clothing care and management.

(13) **Apparel.** The student utilizes principles of quality clothing construction in meeting clothing needs.

The student is expected to:

(A) demonstrate safety practices when using and caring for tools and equipment;

(B) utilize principles of quality clothing construction in clothing selection, maintenance, repair, and alteration; and

(C) demonstrate planning, organizing, managing, and sequencing skills when illustrating simple clothing repair and alteration techniques.

(14) **Apparel.** The student determines career opportunities in the apparel industry.

The student is expected to:

(A) identify employment and entrepreneurial opportunities and preparation requirements in apparel careers; and

(B) describe rewards, demands, and future trends in apparel careers.

(15) **Nutrition and food.** The student analyzes basic nutrition needs and results of dietary practices.

The student is expected to:

(A) list classifications, sources, and functions of nutrients;

(B) compare personal diets to various guidelines;

(C) explain the effects of the life cycle, illness, and disease on individual dietary needs;

(D) analyze the problems and characteristics associated with eating disorders;

(E) discuss the effects of dietary practices on wellness and achievement;

(F) apply nutrition principles related to individual and family health decisions;

(G) determine cultural, economic, and societal influences on dietary practices and contemporary meal management; and

(H) analyze nutrition information on food labels.

(16) **Nutrition and food.** The student demonstrates table service and proper etiquette.

The student is expected to:

(A) arrange table settings for a variety of occasions;

(B) demonstrate table manners and etiquette appropriate for a variety of occasions;

(C) explain the role of family mealtime in promoting family strength and the welfare of family members; and

(D) predict the influence of etiquette in the development of self-esteem and employability skills.

(17) **Nutrition and food.** The student demonstrates basic meal management techniques.

The student is expected to:

(A) identify the impact of technology on meal management;

(B) demonstrate basic principles of sanitation and safety relating to meal management;

(C) apply management techniques when planning and preparing simple meals and recipes;

(D) analyze cost effective meal management practices;

(E) describe types and safe use of equipment, tools, and utensils; and

(F) demonstrate basic food preparation techniques to achieve quality standards and preserve nutritive value.

(18) **Nutrition and food.** The student determines career options related to nutrition, food science, and wellness.

The student is expected to:

(A) identify employment and entrepreneurial opportunities and preparation requirements in the area of nutrition, food science, and wellness; and

(B) describe rewards, demands, and future trends in careers related to nutrition, food science, and wellness.

(19) **Consumer and resource management.** The student applies the decision-making process.

The student is expected to:

(A) explain the decision-making process;

(B) identify the role of responsibility in the decision-making process; and

(C) practice decision making consistent with personal considerations, such as needs, wants, goals, priorities, and resources.

(20) **Consumer and resource management.** The student demonstrates effective management practices.

The student is expected to:

(A) explain principles of time, energy, financial, and task management;

(B) apply effective management practices in scheduling personal activities; and

(C) describe the correlation between effective personal management practices and quality of family life.

(21) **Consumer and resource management.** The student determines types of resources and considerations for responsible use.

The student is expected to:

(A) summarize types of resources;

(B) identify sources of income;

(C) evaluate responsibility in managing personal and family resources;

(D) apply the decision-making process in planning the allocations and use of finances;

(E) determine cultural, economic, societal, and environmental influences on consumer decision making;

(F) analyze consumer-buying techniques that promote effective utilization of resources;

(G) point out the impact of technology on consumer-buying practices and options; and

(H) identify consumer rights and responsibilities.

(22) **Consumer and resource management.** The student explains how consumer economics and resource management skills impact career options.

The student is expected to:

(A) identify employment and entrepreneurial opportunities and preparation requirements in the areas of consumer and resource management;

(B) describe rewards, demands, and future trends in consumer economics and resource management careers; and

(C) determine the significance of consumer economics and resource management skills in all careers.

(23) **Housing.** The student analyzes human and environmental influences on family housing needs across the life span.

The student is expected to:

(A) identify housing priorities and needs;

(B) describe environmental and technological influences on housing decisions; and

(C) analyze housing considerations related to meeting family housing needs and promoting family strength.

(24) **Housing.** The student determines types and costs of housing.

The student is expected to:

(A) identify types of single and multifamily housing;

(B) describe advantages and disadvantages of various housing types;

(C) determine methods of controlling housing costs; and

(D) discuss cultural, demographic, societal, and economic factors and their effect on housing trends.

(25) **Housing.** The student follows guidelines for the selection, use, maintenance, and care of home furnishings and equipment.

The student is expected to:

(A) identify aesthetic and functional considerations guiding home furnishings selection and use;

(B) determine methods of controlling home furnishings and equipment costs;

(C) describe safe use and care of home furnishings and major household equipment;

(D) demonstrate home maintenance and sanitation procedures; and

(E) determine home safety hazards and methods to correct them.

(26) **Housing.** The student determines career opportunities related to the housing industry.

The student is expected to:

(A) identify employment and entrepreneurial opportunities and preparation requirements in housing; and

(B) describe rewards, demands, and future trends in housing careers.

(27) **Career preparation.** The student exhibits qualities of effective leaders and team members.

The student is expected to:

(A) evaluate leadership characteristics;

(B) practice leadership skills;

(C) describe qualities of effective team members;

(D) describe the relationship of leadership and teamwork skills to preparation for employment and adult roles; and

(E) determine techniques effective leaders and team members use to promote an appreciation and understanding of cultural diversity.

(28) **Career preparation.** The student completes a supervised career-connections experience applying knowledge and skills developed in the study of personal and family development.

The student is expected to:

(A) determine home and business applications of knowledge and skills developed in the study of personal and family development; and

(B) utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of personal and family development.

Explanation of Block Plans

NOTE TO THE TEACHER

The block plans are included strictly as one example of how each course might be carried out in the available instructional time. It is intended that the block plans will serve only as an aid to teachers in planning instruction for the Texas Essential Knowledge and Skills for the course.

There will be many instances where time allotments as shown on the block plans will vary from time allotments as planned in your classroom. Factors impacting actual allotment include class size, length of class period, the school calendar, and local district policies. Also, time allotment will vary according to selected instructional strategies and the degree of emphasis placed on specific strategies and TEKS.

Local districts are encouraged to use the blank block forms found in this section to customize plans to accommodate other scheduling arrangements or to otherwise meet individual needs.

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Personal and Family Development

Sample Six Weeks Plan
55 minute periods

1st Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	*Course introduction* **28A & B** *Introduction to career-connections experience*	***EKS #27 Qualities of Effective Leaders and Team Members*** **27A** *Leadership characteristics* **27C** *Qualities of effective team members*	**27B** *Leadership skills* **27D** *Relationship of leadership/teamwork to employment and adult roles*	**27E** *Promoting an appreciation and understanding of diversity*	**1A** *Characteristics of chronological, physical, emotional, social, and intellectual maturity*
Week 2	***EKS #1 Personal Behavior Reflecting Sound Decision Making and Responsibility*** **1B** *How personal priorities affect the choice of friends, activities, interests, and behaviors*	**1C** *Social skills relevant to positive interactions with others*	**1D** *Role of self-esteem in responsible behavior*	**1E** *How personal decisions and behavior are influenced*	**1F** *Implications of personal behavior and decisions*
Week 3	***EKS #2 Developing Positive Relationships*** **2A** *Qualities necessary to support strong relationships*	**2B** *Roles of communication*	**2C** *Methods of conflict resolution and negotiation*	**2D** *Preparation for adulthood*	**2E** *Effects of cultural patterns on relationships*
Week 4	**2F** *How friends influence behavior*	**2G** *Strategies for managing peer pressure*	***EKS #3 Family Structures*** **3A** *How family structure changes throughout the life cycle*	**3B** *How cultural diversity affects family structures*	
Week 5	**3C** *Effects of changing demographics on family structure*	***EKS #4 Family Functions, Roles, and Responsibilities*** **4A** *Basic functions of the family and its role in society*		**4B** *Societal, cultural, demographic, and economic factors affecting responsibilities of family members*	
Week 6	**4C** *Promoting health and safety of individuals and family members*		**4E** *Impact of technology on roles and responsibilities*		*Review* *Test*

Personal and Family Development

Sample Six Weeks Plan
55 minute periods

2nd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**4D** *Multiple roles and responsibilities assumed by individuals within the family* → **4F** *Management practices facilitating individuals assuming multiple roles* →				
Week 2	***EKS #5 Family Strength and Wellness*** **5A** *Factors that contribute to strong family units*		**5B** *Impact of violence on families*		**5C** *Causes and effects of family stress and techniques for management and prevention*
Week 3	**5C** *Continued*	**5D** *Methods of conflict resolution and negotiation in family relationships*		**5E** *Resources to strengthen the family unit*	***EKS #6 Family Services Career Options*** **6A** *Employment and entrepreneurial opportunities* **6B** *Rewards, demands, and future trends*
Week 4	**6A** *Continued* **6B** *Continued*	***EKS #7 Responsibilities of Parents and Other Caregivers*** **7A** *Basic needs of children*	**7B** *Patterns of intellectual, physical, social, and emotional development in children*		**7C** *Resources for promoting development of children*
Week 5	**7D** *Responsibilities of caregivers*	**7E** *Relationship of society and culture*	**7F** *Caregiver behaviors and strategies*	***EKS #8 Various Methods of Child Guidance*** **8A** *Developmentally appropriate guidance techniques*	
Week 6	**8B** *Causes, prevention, and treatment of child abuse*	***EKS #10 Career Options Related to Child Development and Education*** **10A** *Employment and entrepreneurial opportunities* **10B** *Rewards, demands, and future trends in child development careers*		*Review*	*Test*

Personal and Family Development

Sample Six Weeks Plan
55 minute periods

3rd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #9 Health and Safety of Children*** **9A** *Safety of children* → **9B** *Nutritional requirements of children* → **9C** *Practices that promote the health and wellness of children* →				
Week 2	***EKS #11 Consumer Decision-Making Practices in Individual and Family Apparel Choices*** **11A** *Factors influencing apparel selection* **13B** *Principles of quality clothing construction* →	**11B** *Consumer practices facilitating effective management of the apparel budget*		**11C** *Clothing selection practices*	
Week 3	**11D** *Technological advancements affecting apparel decisions*		**11E** *Relationship of apparel decisions to peer influence, self-esteem, and personal effectiveness*		***EKS #12 Clothing Care Procedures*** **12A** *Information on clothing-care labels*
Week 4	**12B** *Laundry procedures*	**12C** *Practices for packing and storing apparel*	**12D** *Securing appropriate clothing-care services*	**12E** *Impact of clothing-care requirements on wardrobe costs*	**12F** *Environmental issues related to clothing care and management*
Week 5	***EKS #13 Principles of Quality Clothing Construction*** **13A** *Safety practices when using and caring for tools and equipment* **13B** *Principles of quality clothing construction in clothing selection, maintenance, repair, and alteration*** **13C** *Simple clothing repair and alteration techniques* ***[Note:** Actual construction of a garment is not included]*				
Week 6	***EKS #14 Career Opportunities in the Apparel Industry*** **14A** *Employment and entrepreneurial opportunities*	**14B** *Rewards, demands, and trends*	***EKS #28 Career-Connections Experiences*** **28A & B** *Culmination of career-connections experience*	*Review*	*Exam*

Personal and Family Development

Sample Six Weeks Plan
55 minute periods

4th Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #19 Decision-making Process*** *Introduction to Semester* **19A** *Decision-making process*	**19A** *Continued*	**19B** *Role of responsibility in the decision-making process*	**19C** *Decision-making consistent with personal considerations*	**19C** *Continued*
Week 2	**19A-C** *Continued*	***EKS #28 Career-Connections Experiences*** **28A & B** *Initiate career-connections experience*	***EKS #20 Effective Management Practices*** **20A** *Principles of time, energy, financial, and task management*		
Week 3	**20B** *Effective management practices in scheduling personal activities*		**20C** *Correlation between effective personal management practices and quality of family life*	**20C** *Continued*	***EKS #21 Types of Resources and Considerations*** **21A** *Types of resources*
Week 4	**21A** *Continued* **21B** *Sources of income*	**21C** *Responsibility in managing resources*	**21D** *Decision-making process in planning the allocations and use of finances* →		
Week 5	**21E** *Influences on consumer decision-making*		**21F** *Consumer-buying techniques that promote effective utilization of resources*		**21G** *Impact of technology on consumer-buying practices and options*
Week 6	**21H** *Consumer rights and responsibilities*	***EKS #22 How Consumer Economics and Resource Management Skills Impact Career Options*** **22A** *Employment and entrepreneurial opportunities*	**22B** *Rewards, demands, and future trends*	**22C** *Significance of consumer economics and resource management skills in careers*	*Review* *Test*

Personal and Family Development

Sample Six Weeks Plan
55 minute periods

5th Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #15 Basic Nutrition Needs and Results of Dietary Practices*** **15A** *Classifications, sources, and functions of nutrients*		**15B** *Compare personal diets to various guidelines*		**15C** *Effects of life cycle, illness, and disease on individual dietary needs*
Week 2	**15D** *Problems and characteristics associated with eating disorders*	**15E** *Effects of dietary practices on wellness and achievement*		**15F** *Nutrition principles related to individual and family health decisions*	
Week 3	**15H** *Nutrition information on food labels*		**15G** *Cultural, economic, and societal influences on dietary practices and contemporary meal management*	***EKS #16 Table Service and Proper Etiquette*** **16A** *Table settings*	**16B** *Table manners and etiquette*
Week 4	**16C** *Role of family mealtime*	**16D** *Influence of etiquette in the development of self-esteem and employability skills*	***EKS #17 Basic Meal Management Techniques*** **17A** *Impact of technology on meal management*	**17B** *Basic principles of sanitation and safety*	**17C** *Management techniques when planning and preparing simple meals and recipes*
Week 5	**17D** *Cost effective practices*	**17E** *Types and safe use of equipment, tools, and utensils*	**17B** *Basic principles of sanitation and safety* **17C** *Management techniques when planning and preparing simple meals and recipes* **17D & E** *Continued* **17F** *Basic food preparation techniques to achieve quality standards and preserve nutritive value*		
Week 6	**17B-F** *Continued* →			*Review*	*Test*

Personal and Family Development

Sample Six Weeks Plan
55 minute periods

6th Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #18 Career Options Related to Nutrition, Food Science, & Wellness*** **18A** *Employment and entrepreneurial opportunities*	**18B** *Career rewards, demands, and future trends*	***EKS #23 Human and Environmental Influences on Family Housing Needs Across the Life Span*** **23A** *Housing priorities and needs*	**23B** *Environmental and technological influences*	
Week 2	**23C** *Considerations related to meeting family housing needs and promoting family strength*		***EKS #24 Types and Costs of Housing*** **24A** *Types of single and multifamily housing*		**24B** *Advantages and disadvantages of various housing types*
Week 3	**24C** *Controlling housing costs* →		**24D** *Cultural, demographic, societal, and economic factors and effect on housing trends*		***EKS #25*** **25A** *Aesthetic and functional considerations*
Week 4	***EKS #25 Guidelines for the Selection, Use, Maintenance, and Care of Home Furnishings and Equipment*** **25A** *Continued*	**25B** *Methods of controlling home furnishings and equipment costs*		**25C** *Safe use and care of home furnishings and major household equipment*	
Week 5	**25D** *Home maintenance and sanitation procedures*		**25E** *Home safety hazards and methods to correct them*		***EKS #26 Career Opportunities Related to the Housing Industry*** **26A** *Employment and entrepreneurial opportunities*
Week 6	**26B** *Rewards, demands, and future trends*	***EKS #28 Career-Connections Experiences*** **28A & B** *Culmination of career-connections experience*		*Review*	*Exam*

Personal and Family Development

Sample Six Weeks Plan
90 minute periods

1st Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	*Course introduction* **28A & 28B** *Introduction to career-connections experience*	***EKS #27 Qualities of Effective Leaders and Team Members***	**27A & B** *Leadership characteristics /skills* **27C** *Team members* **27D** *Employment and adult roles* **27E** *Cultural diversity*	***EKS #1 Sound Decision Making and Responsibility***	**1A** *Characteristics of maturity* **1B** *How personal priorities affect choices*
Week 2		**1C** *Social skills relevant to positive interactions* **1D** *Role of self-esteem in responsible behavior*		**1E** *How personal decisions and behavior are influenced* **1F** *Implications of personal behavior and decisions*	
Week 3	***EKS #2 Developing Positive Relationships*** **2A** *Qualities necessary to support strong relationships* **2B** *Roles of communication*		**2C** *Methods of conflict resolution and negotiation*		**2D** *Preparation for adulthood* **2E** *Effects of cultural patterns on relationships*
Week 4		**2F** *How friends influence behavior* **2G** *Strategies for managing peer pressure*	***EKS #3 Family Structures***	**3A** *Changes throughout the life cycle* **3B** *Effects of cultural diversity on family structure* **3C** *Effects of changing demographics*	
Week 5	**3A** *Continued* **3B** *Continued* **3C** *Continued*		***EKS #4 Family Functions, Roles, and Responsibilities*** **4A** *Basic functions of the family and its role in society*		**4B** *Societal, cultural, demographic, and economic factors affecting responsibilities of family members*
Week 6		**4C** *Promoting health and safety of individuals and family members* **4E** *Impact of technology on roles and responsibilities*		*Review* *Test*	

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Personal and Family Development

Sample Six Weeks Plan
90 minute periods

2nd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #4 Family Functions, Roles, and Responsibilities*** **4D** *Multiple roles and responsibilities assumed by individuals within the family* **4F** *Practices facilitating management of multiple roles*		**4D** *Continued* **4F** *Continued*		**4D** *Continued* **4F** *Continued*
Week 2		***EKS #5 Family Strength and Wellness*** **5A** *Factors that contribute to strong family units* **5B** *Impact of violence on families*		**5C** *Causes and effects of family stress and techniques for management and prevention*	
Week 3	**5D** *Methods of conflict resolution and negotiation in family relationships*		**5D** *Continued* **5E** *Resources to strengthen the family unit*	***EKS #6 Career Options in the Area of Family Services***	**6A** *Employment & entrepreneurial opportunities* **6B** *Rewards, demands, and future trends*
Week 4	***EKS #7 Responsibilities of Parents and Other Caregivers in Meeting Developmental Needs***	**7A** *Basic needs of children* **7B** *Developmental patterns in children* **7C** *Resources for promoting development*		**7A** *Continued* **7B** *Continued* **7C** *Continued*	
Week 5	**7D** *Responsibilities of caregivers* **7E** *Relationship of society and culture on developmental needs of children* **7F** *Caregiver behaviors and strategies*		***EKS #8 Methods of Child Guidance*** **8A** *Developmentally appropriate guidance techniques*		**8B** *Causes, prevention, and treatment of child abuse*
Week 6		***EKS #10 Career Options in Child Development and Education*** **10A** *Employment & entrepreneurial opportunities* **10B** *Rewards, demands, and trends*		*Review* *Test*	

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Personal and Family Development

Sample Six Weeks Plan
90 minute periods

3rd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #9 Health and Safety of Children*** **9A** *Safety of children* **9B** *Nutritional requirements* **9C** *Promoting health and wellness*		**9A** *Continued* **9B** *Continued* **9C** *Continued*		**9A** *Continued* **9B** *Continued* **9C** *Continued*
Week 2		***EKS #11 Consumer Decision-making Practices in Individual and Family Apparel Choices*** **11A** *Factors influencing apparel selection* **11B** *Management of the apparel budget* **11C** *Clothing selection practices*		**11A** *Continued* **11B** *Continued* **11C** *Continued*	
Week 3	**11D** *Technological advancements affecting apparel decisions* **11E** *Relationship of apparel decisions*		***EKS #12 Clothing Care Procedures*** **12A** *Information on clothing-care labels* **12B** *Laundry procedures*		**12C** *Practices for packing and storing apparel* **12D** *Securing appropriate clothing-care services*
Week 4		**12E** *Impact of clothing-care requirements on wardrobe costs* **12F** *Environmental issues*	***EKS #13 Principles of Quality Clothing Construction***	**13A** *Safety practices* **13B** *Quality clothing construction*** **13C** *Repair and alteration techniques* *****[Note: Actual construction of a garment is not included]***	
Week 5	**13A** *Continued* **13B** *Continued* **13C** *Continued*		**13A** *Continued* **13B** *Continued* **13C** *Continued*		***EKS #14 Apparel Career Opportunities*** **14A** *Employment and entrepreneurial opportunities* **14B** *Rewards, demands, and trends*
Week 6		***EKS #28 Career-Connections Experiences*** **28A & 28B** *Culmination of career-connections experience*		*Exam*	

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Personal and Family Development

Sample Six Weeks Plan
90 minute periods

4th Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #19 Decision-Making Process*** *Introduction to Semester* **19A** *Decision-making process*		**19B** *Role of responsibility*		**19C** *Decision making consistent with personal considerations*
Week 2		**19A-C** *Continued*		***EKS #28 Career-Connections Experiences*** **28A & 28B** *Introduction to career-connections experience*	
Week 3	***EKS #20 Effective Management Practices*** **20A** *Principles of time, energy, financial, and task management*		**20B** *Effective management practices in scheduling personal activities*		**20C** *Correlation between effective personal management practices and quality of family life*
Week 4		***EKS #21 Types of Resources and Considerations for Responsible Use*** **21A** *Types of resources* **21B** *Sources of income*		**21C** *Responsibility in managing resources* **21D** *Decision-making process in planning*	
Week 5	**21D** *Continued* **21E** *Influences on consumer decision-making*		**21F** *Consumer - buying techniques that promote effective utilization of resources* **21G** *Impact of technology*		**21H** *Consumer rights and responsibilities*
Week 6		***EKS #22 How Consumer Economics and Resource Management Skills Impact Career Options*** **22A-C** *Employment & entrepreneurial opportunities; rewards, demands, & trends; skills*		*Review* *Test*	

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Personal and Family Development

Sample Six Weeks Plan
90 minute periods

5th Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #15 Basic Nutrition Needs and Results of Dietary Practices*** **15A** *Classifications, sources, and functions of nutrients*		**15B** *Compare personal diets to various guidelines*		**15C** *Effects of life cycle, illness, and disease on individual dietary needs* **15D** *Problems and characteristics associated with eating disorders*
Week 2		**15E** *Effects of dietary practices* **15F** *Nutrition principles related to health decisions*		**15H** *Nutrition information on food labels*	
Week 3	**15G** *Cultural, economic, and societal influences on dietary practices and meal management* **16A** *Table settings*		***EKS #16 Table Service and Proper Etiquette*** **16B** *Table manners and etiquette* **16C** *Role of family mealtime* **16D** *Influence of etiquette*		**16B** **16C** **16D** *Continued*
Week 4		***EKS #17 Basic Meal Management Techniques*** **17A** *Impact of technology on meal management* **17B** *Basic principles of sanitation and safety*		**17C** *Management techniques* **17D** *Cost effective practices* **17E** *Types and safe use of equipment, tools, and utensils*	
Week 5	**17B** *Basic principles of sanitation and safety* **17C** *Management techniques when planning and preparing simple meals and recipes* **17D** *Cost effective practices* **17E** *Types and safe use of equipment, tools, and utensils* **17F** *Basic food preparation techniques to achieve quality standards and preserve nutritive value*				
Week 6		**17B** **17C** **17D** **17E** **17F** *Continued*		*Review* *Test*	

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Personal and Family Development

Sample Six Weeks Plan
90 minute periods

6th Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #18 Career Options Related to Nutrition, Food Science, & Wellness*** **18A** *Employment and entrepreneurial opportunities* **18B** *Rewards, demands, & trends*		***EKS #23 Human and Environmental Influences on Family Housing Needs Across the Life Span*** **23A** *Housing priorities and needs* **23B** *Environmental and technological influences*		**23C** *Family housing needs and promoting family strength*
Week 2		***EKS #24 Types and Costs of Housing*** **24A** *Types of single and multifamily housing* **24B** *Advantages and disadvantages*		**24C** *Controlling housing costs*	
Week 3	**24D** *Cultural, demographic, societal, and economic factors*		***EKS #25 Guidelines for the Selection, Use, Maintenance, and Care of Home Furnishings and Equipment*** **25A** *Aesthetic and functional considerations*		**25B** *Methods of controlling home furnishings and equipment costs*
Week 4		**25C** *Safe use and care of home furnishings and major household equipment*		**25D** *Home maintenance and sanitation procedures*	
Week 5	**25E** *Home safety hazards and methods to correct them*		***EKS #26 Career Opportunities Related to the Housing Industry*** **26A** *Employment and entrepreneurial opportunities*		**26B** *Rewards, demands, and future trends*
Week 6		***EKS #28 Career-Connections Experiences*** **28A & 28B** *Culmination of career-connections experience* *Review*		*Exam*	

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Sample Six Weeks Plan
55 minute periods

________ Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					

Sample Six Weeks Plan
90 minute periods

________ Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1		▨		▨	
Week 2	▨		▨		▨
Week 3		▨		▨	
Week 4	▨		▨		▨
Week 5		▨		▨	
Week 6	▨		▨		▨

Personal and Family Development

Knowledge and Skills.

(1) Personal development.

The student demonstrates personal behavior reflecting sound decision making and responsibility.

The student is expected to:

(A) compare characteristics of chronological, physical, emotional, social, and intellectual maturity;

(B) explain how personal priorities affect the choice of friends, activities, interests, and behaviors;

(C) practice social skills relevant to positive interactions with others in various situations;

(D) analyze the role of self-esteem in responsible behavior;

(E) explain how personal decisions and behavior are influenced by family, cultural, technological, societal, demographic, and economic considerations; and

(F) predict the implications of personal behavior and decisions on peers, families, society, and future generations.

1A- *The student is expected to compare characteristics of chronological, physical, emotional, social, and intellectual maturity.*

1) CLASS DISCUSSION

Display Teaching Aid 1, ***Maturity Is . . .*** Have students consult references to define maturity and discover characteristics of the five types of maturity cited on the teaching aid. Lead a class discussion with students responding to the open ended statement, "Maturity is . . ." Using student responses, classify each example of maturity into the following groups:

• chronological maturity	(age)
• physical maturity	(develop at different rates)
• emotional maturity	(adapt to mood swings)
• social maturity	(reduced reliance on family)
• intellectual maturity	(form own attitudes and judgements and emerge as a mature adult)

KEY QUESTIONS

- What is maturity?
- What does age have to do with maturity?
- What does maturity "look like" for each of the following aspects: chronological, physical, emotional, social, and intellectual?
- How can you promote your own maturity in each of the five aspects?

2) GROUP ACTIVITY

Divide the class into five groups. Assign each group one of the five types of maturity. Have each group develop a visual display (e.g., poster, bulletin board, collage) depicting the assigned topic. Students may use magazine pictures, photographs, or drawings to illustrate the assignment. Have each group explain their display.

3) GUEST SPEAKER

Invite a nurse or another qualified professional who works well with adolescents to discuss adolescent growth and development and factors influencing healthy growth. Ask the speaker to focus specifically on physical changes, the importance of good nutrition, emotional development and changes, and ways to handle emotions in a positive way. Give students an opportunity to place questions in a question box to be answered by the resource speaker.

NOTES

TA 1 Maturity Is . . .

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NOTES

TA 2 ***Developmental Tasks of Adolescence (Havighurst)***

TAAS WRITING

4) CLASS DISCUSSION/WRITTEN EXERCISE

Display Teaching Aid 2, ***Developmental Tasks of Adolescence (Havighurst)***. Lead a class discussion on the eight developmental tasks of adolescence that have been identified by Robert Havighurst; help students understand how each task influences an individual's overall development.

KEY QUESTIONS

- How do the developmental tasks correlate to the five types of maturity?
- How do we show that we have achieved each task?
- What are some examples of behavior that show maturity in each area of development?
- Does achievement of the tasks indicate maturity? How?
- What may be implications of maturity being more advanced or delayed compared to others of the same age for various types of maturity?
- What behaviors have you observed in adolescent peers that indicate non-achievement of a task?
- What are some examples of task achievement by familiar adolescent television characters?
- What are some examples of task non-achievement by familiar adolescent television characters?

Have each student write a paragraph describing the progress he or she is making toward accepting and adopting socially responsible behavior.

FHA/HERO ACTIVITY

- Power of One: A Better You - self-improvement project to promote personal maturity in targeted aspects of development

RESOURCES

WEB SITES

National Council on Family Relations
www.ncfr.org

Ohio State University Extension (Ohioline)
www.ag.ohio-state.edu or *ohioline.ag-ohio-state.edu*

1B- The student is expected to explain how personal priorities affect the choice of friends, activities, interests, and behaviors.

NOTES

1) WRITTEN EXERCISE

Lead students to take a close look at their lives up to this point, and have them list ideas, people, places, and things that have mattered to them. Ask students to record a personal inventory. This activity is for the student's use only. Examples of items they might include are:

- special friends
- interesting ideas
- character traits
- family memories
- areas of expertise
- special accomplishments
- memorable "firsts"
- memorable "lasts"
- memories of school
- unforgettable people
- unforgettable places
- favorite books
- favorite magazines
- favorite movies

TAAS WRITING

Explain to the students the connection of items listed to personal priorities before doing the writing exercise. Have each student write a short story explaining how personal priorities have affected his or her choice of activities, interests, and behaviors.

2) WRITTEN EXERCISE/CLASS DISCUSSION

TAAS WRITING

Have students list words that define "My Best Friend." Ask students to write about the most important word on the list. Have students share their written thoughts. Lead a class discussion on how personal priorities affect the choice of friends for each individual.

3) INDIVIDUAL ACTIVITY/ORAL PRESENTATION

Have students make a life map. The map will have one road on it that illustrates important events in life from birth to the present time. Each point that is illustrated will represent a story or an experience in life. Have the students think in terms of the hills and valleys of life. Ask student volunteers to explain the completed life map to other students in the class.

KEY QUESTIONS

- As students look over their life maps, what were the main priorities during various periods?
- How did those priorities affect choice of friends, activities, interests, and behavior?

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NOTES

FHA/HERO ACTIVITY

- Power of One: A Better You - self-improvement project to promote personal maturity in targeted aspects of development

RESOURCES

WEB SITES

National Council on Family Relations
www.ncfr.org

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1C- The student is expected to practice social skills relevant to positive interactions with others in various situations.

1) VISUAL DISPLAY/CLASS DISCUSSION

Distribute magazines, and have students create a visual display of pictures of young adults in various social situations.

NOTES

TAAS WRITING

Have students research the Internet, textbooks, etiquette books, magazines, newspaper columns, and other resources to determine desirable social behavior that could be exhibited in each situation shown in the mounted pictures. Have students summarize in writing etiquette suggestions they found related to each picture. Lead students to share and discuss all suggestions. Compile suggestions for each picture and mount each list with the related picture on the display.

KEY QUESTIONS

- What are important etiquette rules that govern desirable behavior?
- What are ways to make a favorable impression on others?
- What are some examples that show desirable and undesirable social behavior?
- What are some additional ways to deal with the undesirable social situations?
- How might people around young adults feel about the undesirable social behavior?
- How could young adults prepare to deal with social situations more effectively in the future?

2) ROLE PLAY/CLASS DISCUSSION

Divide the class into groups. Give each group an index card which describes a social situation role play to write and perform to the class. Examples of role play assignments might include the following:

- introducing older people to younger people
- interacting with neighbors
- interactions at a family meal
- interacting and etiquette at a banquet, business meal, or restaurant meal
- social behavior at a theater
- social interaction on a date

Building upon concepts learned in Strategy 1, have students determine social behavior appropriate for the assigned role play. Suggestions for appropriate behavior should be written on the back of the index card and modeled in the role play. After each role play is performed for the entire class, lead a class discussion on the mature social behavior. Use the key questions below, or other questions generated by the role plays, to guide discussion. Emphasize that the ability to relate well in

NOTES

various social situations is a skill that will be useful throughout life. Individuals who are socially well-adjusted develop strong relationships and practice positive interactions with others. (Note: Keep the index cards for future reference. Have students suggest additional role play situations they want to practice.)

KEY QUESTIONS

- Whose name is mentioned first when introducing an older person to a younger person?
- How would you describe a positive and impressive handshake?
- What are etiquette rules for social behavior for specific functions?
- What are ways to promote friendship through positive interactions?
- What are transferrable social skills that promote positive interactions with others in a variety of situations? (Explain that transferrable skills are those that "transfer" from one situation to another.)

FHA/HERO ACTIVITIES

- Power of One: A Better You – self-improvement project to improve social skills in targeted situations
- STAR Event: Interpersonal Communication

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life,* Module 1B, "Social Conduct."

1D- The student is expected to analyze the role of self-esteem in responsible behavior.

1) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Have each student complete the open-ended statements from Teaching Aid 3, ***Thinking Positively***. Have student volunteers share their responses. Follow with a writing assignment for each student to describe at least three situations in which they have positive feelings about themselves (a high self-esteem).

Lead a class discussion on self-esteem. Encourage students to promote their own positive self-esteems by remembering their positive characteristics reflected in these activities, by continuing to develop their positive characteristics and accomplishments, and by doing additional things that can help them feel good about themselves (such as academic achievement, participation in school activities, and volunteer work).

KEY QUESTIONS

- What is the meaning of self-esteem?
- In what ways does the family influence the development of a child's self-esteem?
- How do friends affect a young adult's self-esteem?
- What are characteristics of persons with high self-esteem?
- What are behaviors reflecting a person's low self-esteem?
- What are examples of ways a person can enhance his/her self-esteem?

NOTES

TA 3 *Thinking Positively*

TAAS WRITING

2) RESEARCH/CLASS DISCUSSION

Have students research references to gather information on the topic of self-esteem. The research should include influences on the development of self-esteem, benefits of a positive self-esteem, ways to improve one's self-esteem, the role of self-esteem in responsible behavior, and relationship of high self-esteem to success in relationships with friends, employers, family, and others. Have students summarize their findings in outline format. Conduct a class discussion on concepts covered, and lead students to analyze the role of self-esteem in responsible behavior.

TAAS READING

TAAS WRITING

KEY QUESTIONS

- What influences the development of self-esteem?
- Why is it important to work toward a positive self-esteem?
- How might negative situations affect self-esteem?

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NOTES

KEY QUESTIONS - CONTINUED

- How can a person deal with negative situations in ways that enhance self-esteem?
- Why is it important that self-esteem be based on a realistic self-concept?
- What is the relationship of self-esteem to family strength?
- What is the role of self-esteem in job success?
- What is the role of self-esteem in responsible behavior?

RESOURCES

BOOK

Home Economics Curriculum Center, 1997 *Skills for Life,* Module 1A, "Self-esteem."

VIDEOTAPE

Improve Your Self-esteem, available from the Home Economics Curriculum Center.

1E- The student is expected to explain how personal decisions and behavior are influenced by family, cultural, technological, societal, demographic, and economic considerations.

1) RESEARCH/CLASS DISCUSSION

Display a copy of Teaching Aid 4, ***Steps in Decision Making***, to introduce the concept of decision making. Have students read information on the importance of using the decision-making process to make personal decisions. Information should include types of decisions, use of the decision-making process, moving from dependence to independence in decision making, and influence of family, culture, technology, society, demographic characteristics, and economics upon decisions made during adolescence. Lead a class discussion on concepts covered in students' reading.

KEY QUESTIONS

- Why is it important to use the decision-making process to make personal decisions?
- What does it mean to move from dependence to independence in decision making?
- What is the influence of the family and culture on decisions made by young adults?
- What is the influence of technology on decisions made by young adults?
- How do society, demographic characteristics, and family economics influence the decisions made by young adults?

NOTES

TA 4 ***Steps in Decision Making***

TAAS READING

2) CLASS DISCUSSION

Have students work in groups to develop lists representative of the decisions made by young adults in a typical day. Use a chalkboard or overhead to compile a class list.

Have students write case studies to depict the decision-making situations on the class list. (An alternative to having students write case studies is to use Teaching Aid 5, ***Case Studies on Decision Making***.) Select several typical case studies; have students work in small groups and use Teaching Aid 4, ***Steps in Decision Making***, to reach a responsible decision for the case study. Lead students to share and discuss their results.

KEY QUESTIONS

- What types of decisions do young adults make in the course of one day?
- What are some common behaviors used in making a decision?

TA 5 ***Case Studies on Decision Making***

TA 4 ***Steps in Decision Making***

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KEY QUESTIONS - CONTINUED

- What are the effects of the following approaches to making good decisions? Impulsive, dependent, fatalistic, procrastinating, overconfident, depending upon intuition, not acting, risk taking
- What is the influence of peers on decisions made by young adults?
- What are examples of decisions in which young adults are more influenced by their peers?
- What are examples of decisions made by young adults in which the family and culture have a strong influence?

3) GROUP ACTIVITY

TA 6 Analyzing Decisions

Divide the class into small groups and assign each group a decision-making case study. Have groups answer the questions on Teaching Aid 6, ***Analyzing Decisions***, by recording and discussing the outcome. Lead groups to share and discuss responses.

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life,* Module 8B, "Goal Setting and Decision Making."

1F- *The student is expected to predict the implications of personal behavior and decisions on peers, families, society, and future generations.*

1) GROUP ACTIVITY/CLASS DISCUSSION

Have students work in groups to complete Teaching Aid 7, ***Decisions: Influences and Implications***. Lead students in sharing and discussing their completed charts.

KEY QUESTIONS

- What pressures commonly influence decisions made by young adults? (Examples may include the desire to please friends, desire to please parents or other adults, media influences, needs and wants, peer pressure, or family pressure.)
- How do personal behavior and decisions impact one's peers and family?
- How do personal behavior and decisions in the present impact one's future?
- Why is it important to think about the potential implications of personal behavior and decisions?

NOTES

TA 7 Decisions: Influences and Implications

2) INTERVIEW/WRITTEN EXERCISE

Instruct each student to interview a peer and an adult family member to gather information about the effects of a young person's behavior and decisions on friends and families. The adult family member may or may not be a member of the student's family. Work with students to finalize interview questions, using those below as examples. Have students record responses. Following the interviews, lead students to share and discuss responses.

TAAS WRITING

KEY INTERVIEW QUESTIONS

- How has the behavior of friends affected you? What are some examples?
- How has the behavior of your children affected you and your family? What are some examples?
- How does the behavior of young people affect society as a whole? What are some examples?
- How does the behavior of young people affect future generations? What are some examples?

Based upon interview responses and class discussion, have students write a brief paper predicting the implications of personal behavior and decisions on peers, families, society, and future generations.

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RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life,* Module 8B, "Goal Setting and Decision Making."

WEB SITES

National Council on Family Relations
www.ncfr.org

Ohio State University Extension (Ohioline)
www.ag.ohio-state.edu or *ohioline.ag-ohio-state.edu*

Personal and Family Development

Knowledge and Skills.

(2) Personal development.

The student applies principles for developing positive relationships.

The student is expected to:

(A) describe qualities necessary to support strong relationships;

(B) analyze roles of communication in developing positive relationships;

(C) practice methods of conflict resolution and negotiation in peer relationships;

(D) determine how healthy relationships assist in preparation for adulthood;

(E) point out effects of cultural patterns on relationships;

(F) explain how friends influence behavior; and

(G) develop strategies for managing peer pressure.

2A- The student is expected to describe qualities necessary to support strong relationships.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) BRAINSTORMING/CLASS DISCUSSION

Lead students in brainstorming to identify different kinds of relationships and the purposes of each. The list might include the following:

- acquaintances
- social friends
- best/close friends
- dating partners
- teacher-student
- marriage partners
- siblings
- extended family members
- parent-child
- employer-employee

Lead a class discussion on the unique role played by each type of relationship.

KEY QUESTIONS
- What expectations are characteristic of each type of relationship?
- What are the benefits of each type of relationship?

2) GROUP ACTIVITY/CLASS DISCUSSION

Write various kinds of relationships, such as those listed in Strategy 1, on index cards. Divide the class into groups, and give each group one or more of the index cards. On the back of each card, have groups perform the following steps.

- List qualities they feel are necessary to support that particular relationship. Examples of qualities may include understanding others, communication skills, trust, acceptance, tolerance, respect, good listener, fair, honesty, patience, etc.
- Assign each quality a rating, from 1 to 3, on its importance in maintaining a strong relationship. A rating of 3 would be very important, 2 important, and 1 slightly important.

Lead students to compare ratings, describe each quality, and discuss how relationships are affected by each quality.

KEY QUESTIONS
- What qualities received the highest ratings? Why?
- Do necessary qualities differ depending on the type of relationship? Why?

NOTES

KEY QUESTIONS - CONTINUED

- Why are relationships between young adults and older adults sometimes difficult?
- How can young and older adults improve a difficult relationship?
- How can young adults work to develop qualities necessary to support strong relationships?

TAAS WRITING

3) WRITTEN EXERCISE

Review with students the kinds of qualities necessary to support strong relationships. Instruct each student to write a one-page paper on the qualities the student considers most important to a specific relationship, such as a friend or dating partner. Have students describe each quality and justify why they think it is important.

RESOURCES

2B- The student is expected to analyze roles of communication in developing positive relationships.

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Lead students to discuss the role of communication in developing positive relationships. Information should include a definition of verbal and nonverbal communication, constructive and destructive communication styles, and strategies for developing effective communication skills. The following teaching aids provide valuable information in helping students to understand the concepts:

- Teaching Aid 8, ***Communication Skills***;
- Teaching Aid 9, ***Communication — Words to Know***;
- Teaching Aid 10, ***Levels of Communication***;
- Teaching Aid 11, ***Verbal and Written Communication***; and
- Teaching Aids 12a and 12b, ***Listening and Feedback***.

KEY QUESTIONS

- What is communication?
- Why is communication important in the development of positive relationships?
- What is nonverbal communication? Give examples.
- What is destructive communication? Give examples.
- What is constructive communication? Give examples.
- What are strategies for developing positive relationships through effective communication?

NOTES

TA 8 Communication Skills

TA 9 Communication – Words to Know

TA 10 Levels of Communication

TA 11 Verbal and Written Communication

TA 12a & 12b Listening and Feedback

2) GROUP ACTIVITY/PROJECT/ FHA/HERO

Divide students into pairs to practice making positive statements that communicate acceptance and appreciation. Examples of positive statements that communicate acceptance and appreciation are cited in Teaching Aid 13, ***Communicating Appreciation and Acceptance***. Have each pair practice the following roles:

- peer to peer
- student to teacher
- dating partner to dating partner
- new acquaintance to new acquaintance
- child to parent
- sibling to sibling

Have students share the positive statements with the class. Develop a class list titled, "Ways to Say You Are An Important and Worthy Person." Present the information as a visual display in the classroom or hall showcase or publish it in the school newspaper.

This strategy could also be used as a chapter activity for FHA/HERO or as part of Power of One: A Better You or Families First.

TA 13 Communicating Appreciation and Acceptance

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> ***KEY QUESTIONS***
> - What personality traits encourage effective communication?
> - How are messages communicated through body language?
> - How do posture, grooming, and clothing foster communication?
> - How does one communicate respect, thoughtfulness, and courtesy?

3) GROUP ACTIVITY

Have students work in groups to prepare a list of responses that students use or receive in daily relationships with peers, family, teachers, and other significant people. On a scale of very helpful, helpful, somewhat helpful, and not helpful, have groups rate the effectiveness of each response in improving communication and developing positive relationships. For those statements rated not helpful, have groups suggest a more positive way to communicate.

4) VISUAL DISPLAY/ORAL PRESENTATION

Have students create visual displays to remind them of effective communications skills for promoting positive relationships. Examples of display subjects might include the following:
- Role of communication in positive relationships
- Improving family communication
- Communicating with friends
- Improving group communication
- How to listen
- Active listening
- Using body language
- Sending "I" messages
- Starting a conversation

Have students give an oral presentation explaining their displays. Reinforce important concepts covered. Display students' products.

> ***KEY QUESTIONS***
> - What are two examples of body language? What message is sent?
> - What are suggestions for sending effective messages?
> - What are three examples of "I" messages?
> - What is the difference between listening and hearing?
> - What are important benefits of becoming a good listener?
> - How can listening skills be improved?
> - What are suggestions for starting a conversation?

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 4A, "Verbal and Nonverbal Communication."

VIDEOTAPE

Communicating Self-esteem, available from the Home Economics Curriculum Center.

2C- The student is expected to practice methods of conflict resolution and negotiation in peer relationships.

1) RESEARCH/CLASS DISCUSSION

Have students consult references to define conflict resolution and negotiation and read Teaching Aid 14, ***Conflict Resolution: Constructive versus Destructive***. Display Teaching Aid 15, ***Practicing Constructive Conflict Resolution***. (Supplemental teacher information on the topic can be found on pages 4C1–4C11 of *Skills for Life* Module 4C, "Conflict Resolution.") Lead a class discussion on the inevitability of conflicts, the impact of constructive versus destructive methods of conflict resolution on relationships, and ways to practice constructive conflict resolution in peer relationships.

NOTES

TA 14 ***Conflict Resolution: Constructive versus Destructive***

TA 15 ***Practicing Constructive Conflict Resolution***

TAAS READING

KEY QUESTIONS

- Is conflict good or bad? Why?
- Why are conflicts sure to arise between people?
- What are constructive ways to resolve conflict? Give examples.
- How can resolving conflict constructively actually make relationships stronger?
- What are destructive ways to resolve conflict? Give examples.
- How can these destructive ways damage or destroy relationships?
- What are some basic guidelines for practicing constructive conflict resolution?

2) GUEST SPEAKER

Invite a guest speaker to discuss conflict resolution and negotiation mediation in peer relationships. (Most Education Service Centers have a trainer in this area.)

TAAS WRITING

3) ROLE PLAY

As a follow-up activity to Strategy 2, have students practice mediation by writing and performing role plays. The strategy focuses on peer mediation. Divide the class into triads.

Directions for peer mediation role play: First each person calmly gives his or her version of the conflict without interruptions from the other person. Then each person states what he or she wants the other to do. The mediator asks if each party is willing to do what the other person has asked. If not, then what is the person willing to do? The peers eventually agree on a solution. If not, the peer mediator might suggest adult intervention.

Scenarios for role plays:

- A male student accidentally opens a locker door against the hand of another male student.

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NOTES

- A male student is upset when his female friend doesn't show up for lunch and he sees her with another male student an hour later.
- A female student has had a few dates with a certain young man and hopes that they will continue to see each other. She walks into the dance and sees "her" young man dancing with her best girlfriend.
- A male student is angry because his male friend is always late.
- A female student feels that she has done more than her share on a school project and the project is late. She is angry with her male partner.

TAAS READING

4) GROUP ACTIVITY/CLASS DISCUSSION

Divide the class into small groups. Assign each group an article from a magazine or newspaper that was written as the result of a conflict situation between young adults. Instruct each group to identify the situation(s) that may have contributed to each conflict as well as how the situation might have been corrected or avoided. Have groups share their findings with the class. Lead a class discussion on conflict resolution and negotiation skills related to the articles.

KEY QUESTIONS

- Why did the conflict escalate?
- Was the conflict resolved? If so, how?
- Were conflict methods constructive or destructive? Explain.
- How might the conflict have been avoided?
- If the resolution had negative effects, how might the young adults involved find a more beneficial and peaceful resolution?

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life,* Module 4C, "Conflict Resolution."

VIDEOTAPE

Conflict Resolution, available from the Home Economics Curriculum Center.

2D- The student is expected to determine how healthy relationships assist in preparation for adulthood.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) VIDEOTAPE/CLASS DISCUSSION

Show a videotape or video clips from television shows that depict positive interpersonal relationships related to social, business, and family living situations. Lead a class discussion on the relationships depicted and how such relationships assist in preparation for adulthood.

KEY QUESTIONS

- What types of relationships were depicted in the videotape?
- What examples of effective communication were displayed?
- How can being a good listener improve a relationship?
- What are examples of respect that you observed?
- How could each of the relationships that were depicted assist in preparation for adulthood?

2) ROLE PLAY/CLASS DISCUSSION

Have students role play a variety of workplace, social, and family living situations where appropriate etiquette and social interactions are important. For example, appropriate etiquette is vital in introductions and handshakes in the workplace as well as social and family living occasions. Lead a class discussion on appropriate etiquette in workplace, social, and family living situations.

KEY QUESTIONS

- How can the practice of appropriate etiquette and good manners contribute to healthy relationships?
- What are some common practices of etiquette and good manners you have observed at home, restaurants, social events, or school?
- What reactions have you observed from others when etiquette and good manners are not used?
- What are benefits of using good manners in social settings, business environments, and family settings?
- Why is the practice of etiquette and good manners important?
- How does practicing etiquette and good manners prepare young adults for adult roles?

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NOTES

TA 16 ***Interpersonal Relationship Skills***

3) INTERVIEW/WRITTEN EXERCISE

Have students interview two adults in the community to gather information about interpersonal relationship skills needed for family living and career success. Instruct students to use Teaching Aid 16, ***Interpersonal Relationship Skills***, to record responses from the interviews and to summarize conclusions. Lead students to share their interview information with the class and to discuss their conclusions about how healthy relationships assist in preparation for adulthood.

RESOURCES

2E- The student is expected to point out the effects of cultural patterns on relationships.

NOTES

1) ORAL PRESENTATION/CLASS DISCUSSION

Have students prepare and present reports or demonstrations of family customs that are important to their families. Examples may include a special activity at holiday time, birthday celebrations, religious celebrations, and foods for special occasions. Have students explain what the customs are and why they are important to their family relationships.

KEY QUESTIONS

- How do various family customs originate?
- How do cultural patterns impact family customs?
- What are benefits of such customs to various family members?
- How do special family customs contribute to strong family relationships?

2) PANEL DISCUSSION/CLASS DISCUSSION

Invite community members to be part of a panel made up of persons from various cultural groups. Ask panel members to describe important family traditions, role responsibilities of family members, expectations of parents for children, and attitudes and customs about marriage, public institutions, and government. Lead a class discussion on the effects of cultural patterns on relationships.

KEY QUESTIONS

- What cultural patterns did you learn about that are different from your own?
- How do we benefit from our association with people who are different from ourselves?
- How do cultural patterns strengthen relationships with persons who share similar cultural backgrounds?
- What challenges to communication and relationships can arise from differing cultural patterns?
- How can understanding and appreciating cultural patterns different from our own strengthen our relationships with persons of differing cultural backgrounds?

3) VIDEOTAPE/CLASS DISCUSSION

Have students view *Understanding Cultural Differences*, available from the Home Economics Curriculum Center. Using the video as a springboard, lead students to discuss the key questions in Strategy 2.

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NOTES

Additional information may be gathered from other resources such as Culturgrams, Internet, library, and textbooks.

FHA/HERO ACTIVITIES

- Japanese Exchange Program
- Power of One: A Better You

RESOURCES

BOOKS

Home Economics Curriculum Center, 1997. Skills for Life, Module 1C, "Understanding Cultural Differences."

MONOGRAPH

Kennedy Publications Center, Brigham Young University, 1999. *Culturgrams*.

PUBLICATION

Zafar, Syed and Zafar, Joyce, 1997. "Multiculturalism." *Essentials for Home Economics Education: The Cornerstone.*

VIDEOTAPE

Understanding Cultural Differences, available from the Home Economics Curriculum Center.

2F- The student is expected to explain how friends influence behavior.

1) RESEARCH/CLASS DISCUSSION

Have students read selected references on the influence of friends on development and behavior. As one reference, provide students with Teaching Aid 17, ***Qualities of Strong Friendships***. Lead a class discussion on how friends and friendships meet our needs to have positive feelings about ourselves. Ask students to give examples of ways friends can influence behavior.

NOTES

TA 17 Qualities of Strong Friendships

TAAS READING

KEY QUESTIONS

- How do individuals select their friends?
- What are several different kinds of things people give to friends? (Examples: loyalty, faithfulness, empathy, assistance, understanding, different perspectives, tolerance, etc.)
- What do individuals gain from relationships with friends? (Examples: provide sources of support in times of need, add variety to life and broaden range of experiences, provide companionship)
- In what ways do friends influence behavior?
- How does the influence of friends compare with the influence of one's family?

2) VIDEOTAPE/CLASS DISCUSSION

Show a current movie, videotape, or videotaped clips from television shows that depict the behavior of young people being influenced by friends. Lead a class discussion on the effects of positive and negative influences.

KEY QUESTIONS

- What behaviors of the characters were influenced by friend relationships?
- What are positive and negative aspects of a friend's influence?
- Which influences in the story were positive?
- Which influences in the story were negative?
- How were the relationships affected?
- How did the young people in the story meet the needs of each other?
- What will be the immediate personal effects of the character's actions and associations?
- What will be the effects on the young character's future?
- What will be the effects on others involved?
- What did you learn from the fictional situation that can be applied to your relationships and behavior?

NOTES

FHA/HERO ACTIVITIES

- STAR Events: Skills for Life; Illustrated Talk on the influence of friends on behavior
- Power of One: A Better you

RESOURCES

WEB SITES

National Council on Family Relations
www.ncfr.org

Ohio State University Extension (Ohioline)
www.ag.ohio-state.edu or *ohioline.ag-ohio-state.edu*

2G- The student is expected to develop strategies for managing peer pressure.

1) INTERVIEW

Have each student interview one adult about the peer pressure he or she faced as a young adult. Work with students to develop interview questions such as those below. If possible, have students use a word processing program to generate a standard interview form to use in recording responses. Following the interviews, have students share and compare responses.

KEY INTERVIEW QUESTIONS

- Do you think young adults face more negative pressure today than they did when you were young? Why?
- How did peer pressure influence your personal behavior and decisions as a young adult?
- How did you determine if peer pressure was positive or negative pressure?
- What strategies did you use to resist negative pressure?
- What other suggestions would you offer to students about peer pressure in relation to personal behavior and decisions?

2) ROLE PLAY/CLASS DISCUSSION

Have students brainstorm examples of peer pressure and categorize each example as positive or negative. Use Teaching Aid 18, ***Strategies for Managing Peer Pressure***, to provide guidelines in dealing with peer pressure. Divide the class into small groups to role play strategies to use in managing negative peer pressure. Examples of strategies may include those on Teaching Aid 18, as well as others, such as: using humor to divert attention from the situation; simply saying you do not wish to...; or leaving the situation. Following each role play, discuss the situation and the effectiveness of the strategies utilized to manage peer pressure.

NOTES

TA 18 Strategies for Managing Peer Pressure

KEY QUESTIONS

- Was the strategy successful in resisting negative peer pressure?
- What other strategies might also be successful?
- What are effects on the relationships between the young person and the friends pressuring to engage in the activities dramatized?

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NOTES

3) GUEST SPEAKER/PANEL DISCUSSION

Invite a guest speaker or a panel of adults, such as a parent, minister, counselor, psychologist, and teacher, to discuss questions related to problem areas of behavior for young people. Divide the class into listening teams.

KEY QUESTIONS

- What are common problem areas of behavior you have observed in young adults?
- What is the role of peer pressure in such problem areas?
- What strategies do you recommend to young adults in managing peer pressure?

FHA/HERO ACTIVITIES

- STAR Event: Illustrated Talk on managing peer pressure
- Power of One: A Better You project to develop strategies to manage peer pressure
- Chapter Activity: After an activity, evaluate how effective the activity was and if peer pressure played any part in one's decision to participate.

RESOURCES

VIDEOTAPE

Are You Listening?, available from the Home Economics Curriculum Center.

Personal and Family Development

Knowledge and Skills.

(3) Family studies.

The student describes the basic structures of the family unit throughout the life cycle.

The student is expected to:

(A) explain how family structure changes throughout the life cycle;

(B) explain how cultural diversity affects family structures in society; and

(C) interpret the effects of changing demographics on family structure.

3A- The student is expected to explain how family structure changes throughout the life cycle.

1) BRAINSTORMING/CLASS DISCUSSION

Have the students list types of family structures. Record the ideas on a marker board, chalkboard, or overhead projector. Teaching Aid 19, ***Types of Family Structures***, explains several common family structures. Lead a class discussion on the structures listed.

NOTES

TA 19 Types of Family Structures

KEY QUESTION

- What changes in society have promoted the occurrence of the family structures listed?

2) GROUP ACTIVITY/PROJECT

Use Teaching Aid 20, ***Family Life-cycle Stages***, as a transparency to discuss the various stages of the family life cycle. Provide examples of family structure changes throughout the life cycle (e.g., Beginning Stage - Childless Couple, a married couple without children; Childbearing Stage - Traditional or Nuclear Family, a married couple and one or more children; Aging Stage - Single Person, single adult living alone).

Divide the class into small groups. Have each group complete the chart on Teaching Aid 21, ***Family Structure Changes Throughout the Life Cycle***. Have groups share their findings and compile a chart for the class.

TA 20 Family Life-cycle Stages

TA 21 Family Structure Changes Throughout the Life Cycle

TAAS WRITING

3) VIDEOTAPE/CLASS DISCUSSION

View clips from movies or television sitcoms which depict various family structure changes throughout the life cycle. Movie examples might include *Steel Magnolias*, *On Golden Pond*, and *Dad*. Examples of television sitcoms might include *The Cosby Show*, *Seventh Heaven*, and *Life Goes On*. Discuss with students the evidence of family structure changes throughout the life cycle in the video clips.

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NOTES

FHA/HERO ACTIVITIES

- Families First: Families Today; You-Me-Us; Meet the Challenge
- Power of One: Family Ties

RESOURCES

WEB SITES

Children, Youth, and Families Education and Research Network (CYFERNET)
www.cyfernet.org

Families and Work Institute
www.familiesandwork.org

National Council on Family Relations
www.ncfr.org

National Network on Family Resiliency
www.nnfr.org

Ohio State University Extension (Ohioline)
www.ag.ohio-state.edu or *ohioline.ag-ohio-state.edu*

3B- *The student is expected to explain how cultural diversity affects family structures in society.*

1) **INDIVIDUAL ACTIVITY/RESEARCH/WRITTEN EXERCISE**
Have students read selected references on cultural diversity and its effect on family structures. Use resources from the library, the Internet, and classroom to gather information. Have students write a one to two page report and share the findings with the class.

2) **PANEL DISCUSSION/LISTENING TEAMS**
Invite a panel of individuals from various cultures in the community to discuss basic family structure patterns for their culture, changes probable throughout the life cycle, and cultural characteristics that account for these traits. Have listening teams* develop questions, then listen for answers. Following the presentation, have groups summarize the responses to their questions.
*Instructions for using listening teams are provided in the **Creative Ideas** section.

3) **VIDEOTAPE/CLASS DISCUSSION**
Have students view *Understanding Cultural Differences*, a videotape available from the Home Economics Curriculum Center. Lead a class discussion on the differences and similarities of the cultures portrayed in the video.

NOTES

SOCIAL STUDIES
TAAS READING
TAAS WRITING

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NOTES

FHA/HERO ACTIVITIES

- STAR Events: Skills for Life; Illustrated Talk
- Families First: Families Today
- Power of One: Families Ties

RESOURCES

BOOKS

Home Economics Curriculum Center, 1997. *Skills for Life,* Module 1C, "Understanding Cultural Differences."

MONOGRAPH

Kennedy Publication Center, Brigham Young University, 1999. *Culturgams*.

PUBLICATION

Zafar, Syed and Zafar, Joyce, 1997. "Multiculturalism." *Essentials for Home Economics Education: The Cornerstone.*

VIDEOTAPE

Understanding Cultural Differences, available from the Home Economics Curriculum Center.

3C- The student is expected to interpret the effects of changing demographics on family structure.

1) CLASS DISCUSSION

Have the students define *demography* and *demographics*. *Demography* is the science of vital and social statistics such as births, deaths, marriages, etc. of a population. *Demographics* are the statistical data of a population such as average age, income, ethnicity, and education. Discuss with students how demographics have changed and are still changing.

NOTES

SOCIAL STUDIES
TAAS READING

KEY QUESTION
- How can studying the effects of changing demographics on family structure help students enrolled in the Personal and Family Development course?

2) RESEARCH/WRITTEN EXERCISE/VISUAL DISPLAY

Have the students research periodicals and/or the Internet for information related to the influences of changing demographics on the family structure. Have students write summaries of the information and share findings with the class.

Web sites that could provide valuable information include:
- National Center for Health Statistics
  www.cdc.gov/nchswww/default.htm
- Social Statistics Briefing Room
  www.whitehouse.gov
- U.S. Bureau of Labor Statistics
  bls.stats.gov *or* *www.bls.gov*
- U.S. Census Bureau
  www.census.gov

SOCIAL STUDIES
TAAS READING
TAAS WRITING
TAAS MATH

3) GROUP ACTIVITY/RESEARCH

Divide the class into small groups and assign each group one of the types of family structures or a variation of the types. Types of family structures might include the following:
- older parents having children
- single-parent family
- grandparents raising grandchildren
- family living with grandparents
- families with foster children
- families with adopted children
- two siblings sharing a home
- older siblings raising younger siblings
- unmarried parent with adopted children

TA 22 Grandparents Raising Grandchildren

SOCIAL STUDIES
TAAS READING

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NOTES

Using information gathered in Strategy 2 or from a new search for information, have students interpret the effects of changing demographics on that type of family structure. For example, according to the American Association of Retired Persons (AARP), six percent of children under 18 years of age live in grandparent-headed households (U.S. Census 1997) and every socioeconomic and ethnic group contains grandparent-headed households. The grandparent and grandchildren relationships are often special. The relationship can also be challenging for many grandparents who have full-time responsibility for raising their grandchildren. Use Teaching Aid 22, ***Grandparents Raising Grandchildren***, to explain the effects of changing demographics on families.

Students can gather information from the library, the Internet, and other classroom resources. Have each group present their findings using a visual display (e.g., poster, collage) or some type of oral presentation.

RESOURCES

PERIODICAL

American Demographics magazine

PRESENTATION

Future Populations: World, Country, and State presented by Dr. Peter Bishop at the State Professional Development Conference for Home Economics Teachers, July 24, 1998

WEB SITES

American Association of Retired Persons (AARP)
www.aarp.org

Texas Agricultural Extension Service (Contact your local County Extension Agent - Family and Consumer Sciences)
fcs.tamu.edu

U.S. Department of Labor
www.dol.gov

Personal and Family Development

Knowledge and Skills.

(4) Family studies.

The student analyzes family functions, roles, and responsibilities of family members.

The student is expected to:

(A) identify basic functions of the family and its role in society;

(B) discuss societal, cultural, demographic, and economic factors affecting the responsibilities of family members;

(C) evaluate methods to promote the health and safety of individuals and family members;

(D) analyze the multiple roles and responsibilities assumed by individuals within the family;

(E) assess the impact of technology on roles and responsibilities of family members; and

(F) identify management practices facilitating individuals assuming multiple family, community, and wage-earner roles.

4A- The student is expected to identify basic functions of the family and its role in society.

NOTES

TAAS READING

1) GROUP ACTIVITY/VISUAL DISPLAY/CLASS DISCUSSION

Lead students to discuss basic functions of the family. Some of these may include:

- to provide for physical needs
- to provide love, support, attention, encouragement (provide emotional needs)
- to meet intellectual needs
- to provide socialization of family members
- to allocate resources

Divide the class into small groups. Have each group create a group mural showing the family functions. Have the students present the murals to the class. Lead a class discussion on the meaning of each function as related to families of different cultures, families of today versus families of the past, and problems that families face in providing the support needed for each function. Another topic that could be addressed is the effect on society of both functional and dysfunctional families.

2) VIDEOTAPE/LISTENING TEAMS

Have students view *Family Functions*, available from the Home Economics Curriculum Center. Prior to showing the video, have the class divide into listening teams. Assign each team specific questions to listen for. Have each team discuss their responses.

KEY QUESTIONS

- How have family roles and functions changed throughout history in order to meet the changing needs of family members?
- What are the effects on family members when families are not able to provide basic functions for them?
- What happens to society when basic functions of the family are not met?
- How is society strengthened when basic functions of the family are carried out?

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3) INTERVIEW/WRITTEN EXERCISE

Have the students interview two families and draw conclusions regarding the importance of fulfilling the basic functions for their members. Have students use Teaching Aids 23a and 23b, ***Basic Functions of the Family Interview Questions***. Share findings with the class.

TA 23a & 23b
Basic Functions of the Family Interview Questions

TAAS WRITING

NOTES

4) BRAINSTORMING/CLASS DISCUSSION

Have students brainstorm community resources available to assist families as they fulfill each of the following functions:

- to provide for physical needs
- to provide love, support, attention, encouragement (provide emotional needs)
- to meet intellectual needs
- to provide socialization of family members
- to allocate resources

Lead a class discussion on additional community resources needed to assist families.

5) INDIVIDUAL ACTIVITY/ FHA/HERO

Have the students plan and carry out activities with their families that are helpful to family members in one area of family functioning. Have the students summarize plans, activities implemented, and results in a presentation to the class.

This strategy could also be carried out as a Families First project or as Family Ties in Power of One.

FHA/HERO ACTIVITIES

- STAR Event: Skills for Life
- Families First: Families Today, Meet the Challenge, Balancing Family and Career
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 7A, "Functioning Effectively as a Family."

VIDEOTAPE

Family Functions, available from the Home Economics Curriculum Center.

4B- The student is expected to discuss societal, cultural, demographic, and economic factors affecting the responsibilities of family members.

1) GROUP ACTIVITY/RESEARCH/WRITTEN EXERCISE

Divide the class into four groups and assign one of the following topics to each group: societal, cultural, demographic, and economic factors affecting the responsibilities of family members. Have the students use library, the Internet, and classroom resources to gather information on the assigned topics. Have the student groups write summaries of the information, share summaries with the class, and prepare a visual display related to their findings.

2) GROUP ACTIVITY/GAME

Divide the class into the same groups as for Strategy 1. Based on the information that the student groups found, have students develop a game where specific factors for each category are matched to likely effects on families.

3) VIDEOTAPE/CLASS DISCUSSION

Show several short scenes taped from television shows that illustrate societal, cultural, demographic, and economic factors affecting families. Lead a class discussion on how the responsibilities of family members are affected by change.

KEY QUESTIONS

- What societal factors have affected the responsibilities of family members?
- How have societal factors affected the responsibilities of family members?
- What cultural factors have affected the responsibilities of family members?
- How have cultural factors affected the responsibilities of family members?
- What demographic factors have affected the responsibilities of family members?
- How have demographic factors affected the responsibilities of family members?
- What economic factors have affected the responsibilities of family members?
- How do economic factors affect the responsibilities of family members?

NOTES

TAAS READING

TAAS WRITING

SOCIAL STUDIES

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NOTES

FHA/HERO ACTIVITIES

- Families First: Families Today
- STAR Event: Illustrated Talk
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

WEB SITES

American Association of Family and Consumer Sciences
www.aafcs.org

Bureau of Labor Statistics
stats.bls.org

National Council on Family Relations
www.ncfr.org

Texas Workforce Commission
www.twc.state.tx.us

U.S. Department of Labor
www.dol.gov

4C- The student is expected to evaluate methods to promote the health and safety of individuals and family members.

NOTES

1) BRAINSTORMING

Wellness can be defined as an overall state of well-being, or total health. Wellness includes: physical health, including safety; mental health; and social health. These three kinds of health are interrelated and may affect each other in various ways.

Write the statement, "A healthy person is someone who....," on the chalkboard or transparency. Lead students to brainstorm characteristics of a healthy individual. Students may use Teaching Aid 24, ***Characteristics of a Healthy Person***, to use as a worksheet during the discussion.

TA 24 Characteristics of a Healthy Person

2) GUEST SPEAKER/PROJECT/ FHA/HERO

Invite the school nurse or other health professional to discuss health and safety needs of family members. As a follow-up activity, have the students develop a chart showing the routine health care needed by family members with the appropriate ages designated. Have students use Teaching Aid 25, ***Childhood Immunizations***, as an additional resource.

As a Families First project, students could distribute copies of the chart to elementary students or provide a copy of the chart for the local newspaper. Students could also prepare and present a puppet show which focuses on health and safety for young children.

TA 25 Childhood Immunizations

3) INDIVIDUAL ACTIVITY

Lead a class discussion on the importance of families maintaining a family health history. Help students to see the advantages and disadvantages of maintaining such information. Provide examples of blank forms that might be used or have students create forms for a family health record-keeping system. Teaching Aids 26a through 26c, ***Diseases That Threaten Children***, may be used as a resource.

TA 26a - 26c Diseases that Threaten Children

4) GROUP ACTIVITY/PROJECT

Divide the class into five groups. Assign each group one of the five categories listed on Teaching Aid 27, ***Safety Rules for Personal and Family Health***. Have each group develop a list of safety rules for the assigned topic. Have each group report their findings and compile the rules into a master list. Students may use the list to assess their own home environment for safety. Have the students evaluate and summarize additional safety improvements that may be needed.

TA 27 Safety Rules for Personal and Family Health

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NOTES

FHA/HERO ACTIVITIES

- STAR Events: Skills for Life; Illustrated Talk
- Families First: Families Today; You-Me-Us; Meet the Challenge
- Power of One: Family Ties
- Student Body
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

WEB SITES

American Red Cross (contact the nearest local chapter)
www.redcross.org

Consumer Information Center
www.pueblo.gsa.gov

Food and Drug Administration
www.fda.org

Mayo Clinic Patient and Health Education Center
www.mayo.edu/outlinks.html

National Health Information Center
nhic-nt.health/org

National Institutes of Health
www.nih.gov

4D- The student is expected to analyze the multiple roles and responsibilities assumed by individuals within the family.

NOTES

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) BRAINSTORMING/CLASS DISCUSSION

Lead the students to brainstorm the multiple roles and responsibilities assumed by individuals within the family. Have the students compile ideas on a transparency. Arrive at one list for the following roles within the family (e.g., mother, father, grandparent, young children, young adult children, and additional family members). Explain to students how roles assumed by members of one family may seem to work perfectly for them yet be totally different from other families.

KEY QUESTIONS

- How would you describe the roles and responsibilities of each of the following family members?

Mother	Young children
Father	Young adult children
Grandparent	Other family members

- How would you describe the roles and responsibilities you assume?
- How do the expectations of others change as roles change?
- What can one do if their expectations for a role differ from those of others involved?
- What effect does communication about expectations between parents and children who are young adults have on relationships?
- How do the contributions of young adult children affect the strength and stability of their family?

2) INDIVIDUAL ACTIVITY/INTERVIEW

Have the students interview their parents or other adult leaders and siblings to gather information about the roles and responsibilities that people assume within the family. Lead a class discussion asking student volunteers to share their interview results with the class.

KEY QUESTIONS

- What are the similarities in the roles and responsibilities of each family member?

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NOTES

KEY QUESTIONS - CONTINUED

- What are the differences in the roles and responsibilities of each family member?
- What are unusual roles assumed by family members?
- How do the multiple roles and responsibilities of family life today compare with past generations?
- How should the roles and responsibilities to be assumed by different family members be determined?

FHA/HERO ACTIVITIES

- STAR Event: Skills for Life
- Families First: Families Today, Meet the Challenge, Balancing Family and Career
- Power of One: Family Ties
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Home Economics Curriculum Center, 1997. *Skills for Life,* Module 8A, "Managing Multiple Roles."

Felstehausen, Ginny, 1999. "Managing Multiple Roles." *Essentials for Home Economics Education: The Cornerstone.*

WEB SITES

Families and Work Institute
www.familiesandwork.org

Ohio State University Extension (Ohioline)
www.ag.ohio-state.edu or *ohioline.ag-ohio-state.edu*

4E- *The student is expected to assess the impact of technology on roles and responsibilities of family members.*

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have students use Teaching Aid 28, ***Impact of Technology on Family Members***, to make a list of daily, weekly, and monthly responsibilities of various family members. Beside each task or responsibility, have students write how some form of technology may make this task easier.

TA 28 ***Impact of Technology on Family Members***

Some examples might include:
- Laundry — Washers and dryers complete the task in less time by doing the agitating and drying instead of washboards and clotheslines/sun.
- Food Preparation — Frozen foods, microwave ovens, convection ovens, advances in food distribution, as well as more variety of foods.
- Housekeeping — Vacuum cleaners and other appliances for cleaning have lessened the amount of work to clean and maintain the household.
- Record-keeping/bank reconciliation statements — Computers keep accurate records as well as chart distribution of funds and expenses.
- Transporting children to functions — Automobiles and mass transportation provide alternatives to bicycles, legs, and horses.
- Landscaping — Lawnmowers, mulchers, and lawn care products help to make these chores easier.

KEY QUESTIONS
- How has technology changed the roles and responsibilities of family members?
- What are some ways to use the time saved from the use of technology? (e.g., use time to spend with family members, use time to pursue education and/or a hobby, use time to volunteer for a civic group)
- What may be some negative outcomes from these technological advances? (e.g., noise levels from motorized vehicles, emissions that pollute the environment, chemicals that alter ecosystems, reduction in valuable one-on-one contacts with people)
- What may be some positive outcomes from these technological advances? (e.g., more time for other interests, accuracy provided from technology, allows people to keep in touch)

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NOTES

TA 28 ***Impact of Technology on Family Members***

TA 29 ***Case Studies***

2) CASE STUDY/CLASS DISCUSSION

Lead a class discussion on technological advances and their impact on family members. Some examples might include:

- use of computer in the home and work
- medical advances that lengthen the life span
- technological advances in food distribution and preparation
- technology that affects children such as computer games, intercom devices for infants, monitors for use with Sudden Infant Death Syndrome high risk babies, increased number of videos

Have students use Teaching Aid 28, ***Impact of Technology on Family Members***, to assess the impact of technology on the role and responsibility of the characters in Teaching Aid 29, ***Case Studies***.

3) BRAINSTORMING/VISUAL DISPLAY

Lead students to brainstorm technological changes that have occurred in such areas as electronic devices, innovative services, telephones, television, catalog home shopping, and medicine. Have students make a visual display (e.g., poster, collage, bulletin board) of the list for the class. Have students summarize by answering key questions.

KEY QUESTIONS

- What is an example of a current event that has changed the family?
- What are some advantages that have resulted from a current change that has affected the family?
- What are some disadvantages that have resulted from a current change that has affected the family?
- How might interpersonal relationships change when technological changes influence families?
- What is a change that parents or grandparents of teens your age have had to experience during their lives?
- How have parents and grandparents coped with the change?
- What are some constructive ways to adapt to change?

RESOURCES

WEB SITES

National Association for the Education of Young Children (NAEYC)
www.naeyc.org

Ohio State University Extension (Ohioline)
www.ag.ohio-state.edu or *ohioline.ag-ohio-state.edu*

4F- *The student is expected to identify management practices facilitating individuals assuming multiple family, community, and wage-earner roles.*

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) INTERNET SEARCH/CLASS DISCUSSION

Have students use the Internet to visit the Web site for Families and Work Institute (*www.familiesandwork.org*). Allow students time to explore the Web site or have students read selected resources. Lead a class discussion on management practices facilitating individuals assuming multiple family, community, and career roles.

KEY QUESTIONS

- What organization does this Web site represent?
- How would you describe the organization?
- What other Web sites are available with similar services?
- Why do you think these types of Web sites are being created?
- What are management practices that facilitate individuals assuming multiple roles?

2) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Have students fold a sheet of paper in half lengthwise. On the left side of the paper, have students list the responsibilities or chores they had when in elementary school (or select a specific grade). On the right side of the paper, have students identify the responsibilities or chores they have now. Use the lists to facilitate a discussion about family responsibilities. Have students use Teaching Aid 30, ***Management Practices for Individuals Assuming Multiple Roles***, to identify management practices facilitating individuals assuming multiple family, community, and career roles. Have students refer to their lists of responsibilities when answering the key questions.

TA 30 Management Practices for Individuals Assuming Multiple Roles

TAAS WRITING

KEY QUESTIONS

- In what ways have you assumed greater responsibility for chores around the house?
- In what ways have you assumed greater responsibility for chores or activities outside the home?
- How have you been able to help other family members?
- How have you taken care of your own personal needs?

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NOTES

FHA/HERO ACTIVITIES

- STAR Event: Skills for Life
- Families First: Families Today; Meet the Challenge; Balancing Family and Career
- Power of One: Family Ties
- FHA/HERO Career Connection: Integrate Work and Life
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life,* Module 8A, "Managing Multiple Roles."

PUBLICATION

Felstehausen, Ginny, 1999. "Managing Multiple Roles." *Essentials for Home Economics Education: The Cornerstone.*

WEB SITES

Families and Work Institute
www.familiesandwork.org

National Network for Family Resiliency
www.nnfr.org

Ohio State University Extension (Ohioline)
www.ag.ohio-state.edu or *ohioline.ag-ohio-state.edu*

Personal and Family Development

Knowledge and Skills.

(5) Family studies.

The student determines factors that strengthen the family and create a sense of wellness.

The student is expected to:

(A) describe factors that contribute to strong family units;

(B) analyze the impact of violence on families;

(C) identify causes and effects of family stress and techniques for management and prevention;

(D) practice methods of conflict resolution and negotiation in family relationships; and

(E) identify resources to aid in strengthening the family unit.

5A- The student is expected to describe factors that contribute to strong family units.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) VIDEOTAPE/CLASS DISCUSSION

Show videotape segments of family television shows, and lead a class discussion on the strengths and weaknesses of relationships among family members in the television shows.

KEY QUESTIONS

- What are the conflicts among the family members?
- What strategies are used to deal with conflicts?
- What qualities and characteristics are typical of strong family units?
- How do the family members support and reinforce each other?

2) CLASS DISCUSSION

Have the students visualize the happiest family that they know. Lead a class discussion on the characteristics of strong, happy family units.

KEY QUESTIONS

- What do you think "home" means to the family described?
- What qualities are typical of the family members and the ways they relate to each other?
- How do the family members handle conflict?
- What activities do the family members share?
- How do the family members deal with crisis?
- What is the quality of the communication skills of the family members?
- What are the factors that contribute to strong family units?

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NOTES

FHA/HERO ACTIVITIES

- STAR Events: Illustrated Talk; Interpersonal Communications
- Families First: Families Today; Meet the Challenge; Balancing Family and Career
- Power of One: Family Ties
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life,* Module 7A, "Functioning Effectively as a Family."

WEB SITES

Families and Work Institute
www.familiesandworkinst.org

National Network for Family Resiliency
www.nnfr.org

Ohio State University Extension (Ohioline)
www.ag.ohio-state.edu or *ohioline.ag-ohio-state.edu*

5B- The student is expected to analyze the impact of violence on families.

1) GUEST SPEAKER/WRITTEN EXERCISE

Invite a guest speaker from the local child protective services, center for battered women/children, or representative from a community agency dealing with child and family violence. Ask the speaker to discuss the problems associated with family violence in the community, resources for families who are experiencing problems, legal responsibilities for reporting family violence, and ways of preventing family violence. Have students write a summary of the presentation. Have students share responses with the class.

NOTES

SOCIAL STUDIES

TAAS WRITING

2) CLASS DISCUSSION

Have the students bring newspaper clippings and magazine articles that relate to family violence. Have the students share the information. Lead a class discussion on the impact of violence on families.

TAAS READING

SOCIAL STUDIES

KEY QUESTIONS

- According to the news story, who was abused?
- Who was the abuser?
- Which family members were involved?
- What effects might the abuse have on the family members in the future?
- In what way are there more victims than the individual(s) actually abused?
- What community resources were used in identification of the family violence?
- What resources were used by the family as a result of the violence?

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NOTES

FHA/HERO ACTIVITIES

- Families First: You-Me-Us; Meet the Challenge; Parent Practice
- STAR Event: Illustrated Talk
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

WEB SITES

Children, Youth, and Families Education and Research Network (CYFERNET), Service of Cooperative Extension Service
www.cyfernet.org

National Committee to Prevent Child Abuse
www.childabuse.org

National Network for Family Resiliency
www.nnfr.org

Texas Department of Human Services
www.dhs.state.tx.us

Texas Department of Protective and Regulatory Services
www.tdprs.state.tx.us

5C- The student is expected to identify causes and effects of family stress and techniques for management and prevention.

1) VIDEOTAPE/CLASS DISCUSSION

Have students view a family video program that focuses on a common area of stress for families. Using the video as a springboard for discussion, have students list other causes and effects of family stress .

KEY QUESTIONS

- What was the stressful situation felt by the family members?
- What caused the stressful situation?
- How did the family deal with stress?
- What patterns of stress sources and solutions were evident?
- What is an alternative stress management technique they could have used?

NOTES

2) GUEST SPEAKER/VISUAL DISPLAY

Invite a community resource person (e.g., minister, family counselor) to discuss family stress management. Ask the speaker to discuss common sources of family stress in the community and ways to help reduce the stress.

KEY QUESTIONS

- What are stress management techniques for individuals and families?
- What are sources of stress that work in a positive manner?
- What resources for stress management are available for families in the community?

Have the students make a visual display or chart of stress management techniques.

3) ROLE PLAY/CLASS DISCUSSION

Divide students into small groups and assign a stressful situation to each group. Stressful family situations might include the following:

- divorce
- one-parent family
- technological change
- unemployment
- two or more generations living in the same household

TA 31 Stressful Family Situations

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NOTES

- adolescent pregnancy
- disabled or seriously ill family member
- one parent away from home for extended periods of time due to military duty or other employment-related reasons

Use Teaching Aid 31, ***Stressful Family Situations***, to assist in role play assignments. Have the groups role play how the family can deal with stress effectively. It is important to keep in mind that while support, assistance, patience, and communication of family members are vital, some stressful situations may require professional assistance.

FHA/HERO ACTIVITIES

- Families First: Families Today; You-Me-Us; Meet the Challenge
- Power of One: Family Ties
- STAR Event: Interpersonal Communications

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life,* Module 2A, "Stress Management."

WEB SITES

Children, Youth, and Families Education and Research Network (CYFERNET), Service of Cooperative Extension Service
www.cyfernet.org

National Network for Family Resiliency
www.nnfr.org

5D- *The student is expected to practice methods of conflict resolution and negotiation in family relationships.*

TEKS 2C and TEKS 5D both deal with conflict resolution and negotiation. The emphasis in TEKS 2C is on peer relationships, whereas, the emphasis in TEKS 5D is on family relationships.

NOTES

1) VIDEOTAPE/CLASS DISCUSSION

Have students view the video, *Conflict Resolution*, available from the Home Economics Curriculum Center. Lead a class discussion on the roots of conflict and effective methods of family conflict negotiation as displayed in the video.

Review Teaching Aid 14, ***Conflict Resolution: Constructive versus Destructive*** and Teaching Aid 15, ***Practicing Constructive Conflict Resolution***, to reinforce important concepts with students.

TA 14 Conflict Resolution: Constructive versus Destructive

TA 15 Practicing Constructive Conflict Resolution

2) BRAINSTORMING/ROLE PLAY/CLASS DISCUSSION

Lead students to brainstorm conflicts common to many families. Divide the class into pairs. Each pair will role play a positive reaction to a family conflict or a negative reaction to family conflict. Assign half of the teams the positive reactions and half the teams the negative reactions. After each role play, lead a short class discussion commenting on the reaction.

KEY QUESTIONS

- Does the reaction specify what each party will do?
- Does the reaction specify what must take place to solve the conflict?
- Does the reaction really solve the conflict, and if so, for how long?
- Are the family members sharing the burden of making the solution work?
- How could each negative reaction portrayed by the groups be handled in a positive manner?

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NOTES

FHA/HERO ACTIVITIES

- Families First: Families Today; You-Me-Us; Meet the Challenge
- Power of One: A Better You; Families Ties
- STAR Event: Interpersonal Communications

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life* , Module 4C, "Conflict Resolution."

AGENCY

Region Education Service Centers

VIDEOTAPE

Conflict Resolution, available from the Home Economics Curriculum Center.

5E- The student is expected to identify resources to aid in strengthening the family unit.

1) GROUP ACTIVITY/PROJECT

Have the students develop a directory of community resources that are available to help strengthen the family unit. Have groups of students gather information from community agencies that assist families. Have the students collect information including the name, address, and phone number of each resource, and the name of a contact person, services offered, and cost. The directory could be shared with other students or organizations in the community.

In addition to agencies and organizations, it is important to address support systems (e.g., afterschool neighborhood groups, latch-key programs, elder assistance) provided by neighbors, community members, and extended family members.

2) PANEL DISCUSSION

Invite community members to be a part of a panel made up of representatives from agencies and organizations that help families. Agencies and organizations might include Texas Department of Protective and Regulatory Services, Texas Department of Human Services, Texas Department of Health, United Way, American Red Cross, and churches. Have the panel members share information on the services offered by the agencies.

KEY QUESTIONS
- What services do you provide that help strengthen the family unit?
- What situations commonly interfere with family life?
- How does the agency contribute to the maintenance of family stability?

NOTES

TAAS WRITING

TAAS READING

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NOTES

FHA/HERO ACTIVITIES

- STAR Event: Illustrated Talk
- Families First: Families Today; You-Me-Us, Meet the Challenge
- Power of One: Family Ties

RESOURCES

AGENCIES AND ORGANIZATIONS

Texas Agricultural Extension Service
(Contact your local County Extension Agent - Family and Consumer Sciences)

Texas Department of Health

Texas Department of Human Services

Texas Department of Protective and Regulatory Services

Texas Information and Referral Network (Provides a directory of agencies and organizations that provide assistance in all Texas counties)

Personal and Family Development

Knowledge and Skills.

(6) Family studies.

The student determines career options in the area of family services.

The student is expected to:

(A) identify employment and entrepreneurial opportunities and preparation requirements in the area of family services; and

(B) describe rewards, demands, and future trends in careers related to family services.

6A- The student is expected to identify employment and entrepreneurial opportunities and preparation requirements in the area of family services.

TEKS 6A, 6B, 10A, 10B, 14A, 14B, 18A, 18B, 22A, 22B, 26A, and 26B all refer to the career options related to various content specializations. The Instructional Strategies and Teaching Aids that are used in TEKS 6A and 6B are referenced throughout the Personal and Family Development course. Students should keep copies of handouts in a file for future use.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) INDIVIDUAL ACTIVITY/RESEARCH/PROJECT

Have students research job titles and descriptions of family services careers using available technology such as the following:

- satellite feed (learning channel)
- CD-ROM Encyclopedias
- Internet
- *Dictionary of Occupational Titles*
- *Occupational Outlook Handbook*

Provide students with copies of the following Teaching Aids or similar handouts:

32a & 32b, ***Definitions of Employability Terms***
33, ***Guidelines for Writing Resumés***
34, ***Guidelines for Writing Letters of Application***
35, ***Guidelines for Completing Job Applications***
36, ***Sample Job Application***
37, ***Interview Questions***
38, ***Sample Follow-up Letter***
39, ***Guidelines for Terminating Employment***.

Have the students create a flyer or brochure that describes the employment and entrepreneurial opportunities and preparation requirements in the area of family services. Have students use computer software programs to produce their flyers or brochures if available. Distribute copies of Teaching Aid 40, ***Employment and Entrepreneurial Opportunities Project***, to students. Review the requirements for successful completion of the project. Make a visual display of the flyers/brochures for all students in the class.

NOTES

TA 32a-b	***Definitions of Employability Terms***
TA 33	***Guidelines for Writing Resumés***
TA 34	***Guidelines for Writing Letters of Application***
TA 35	***Guidelines for Completing Job Applications***
TA 36	***Sample Job Application***
TA 37	***Interview Questions***
TA 38	***Sample Follow-up Letter***
TA 39	***Guidelines for Terminating Employment***
TA 40	***Employment and Entrepreneurial Opportunities Project***

TAAS WRITING

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NOTES

TA 41 ***Career Investigation***

TAAS READING

TAAS WRITING

2) INDIVIDUAL ACTIVITY

Have students research a career in family services that they would have an interest in or would like to know more about. Have students complete the assignment on Teaching Aid 41, ***Career Investigation***. Have students use the Internet as a resource and computer software to complete the written components of the project. Have students submit their project in a folder. Have students share information about their researched career with the class.

FHA/HERO ACTIVITIES

- Power of One: Working on Working
- FHA/HERO Career Connection: All Units
- STAR Events: Job Interview; Entrepreneurship
- Leaders at Work
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Home Economics Curriculum Center, 1997. *Skills for Life,* Unit 6, "Employability Skills."

Home Economics Curriculum Center, 1999. *Implementation Overview Handbook: Texas Essential Knowledge and Skills for Home Economics Education*, Career Concentration: Family Studies and Human Services, Examples of Career Opportunities.

WEB SITES

American Association of Family and Consumer Sciences
www.aafcs.org

National Council on Family Relations
www.ncfr.org

6B- The student is expected to describe rewards, demands, and future trends in careers related to family services.

TEKS 6A, 6B, 10A, 10B, 14A, 14B, 18A, 18B, 22A, 22B, 26A, and 26B all refer to the career options related to various content specializations. The Instructional Strategies and Teaching Aids that are used in TEKS 6A and 6B are referenced throughout the Personal and Family Development course. Students should keep copies of handouts in a file for future use.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) PANEL DISCUSSION/RESEARCH/VIDEOTAPE

Invite community members to be a part of a panel made up of representatives of various careers in family services. Possible members of the panel could include a minister, family counselor, and a social worker. Ask the guest panel members to share the rewards, demands, and future trends in careers related to family services.

As an alternate activity, have students view videotapes or gather information using textbooks, library resources, Internet, or selected references on rewards, demands, and future trends in careers related to family services.

KEY QUESTIONS

- What are rewards of careers in family services?
- What are demands, duties, and responsibilities of careers in family services?
- What are predictions for future trends for careers in this field?

2) INTERVIEW/CLASS DISCUSSION

Have students interview representatives of various careers in family services to gather information about the rewards, demands, and future trends in careers related to family services. Students may use the telephone, E-mail, written correspondence, or personal interview methods to secure the information. Have students use Teaching Aid 42, ***Interview Record for Family Services Career Exploration***. Lead a class discussion on these careers asking student volunteers to share their interview results with the class.

NOTES

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TA 42 Interview Record for Family Services Career Exploration

TAAS WRITING

NOTES

KEY QUESTIONS

- What are similarities and differences in the rewards of careers in family services?
- What are similarities and differences in the duties and responsibilities of careers in family services?
- What are unusual duties and responsibilities of careers in family services?
- Which family services career opportunities are available in this community?
- How would you compare the job outlook for the family services career opportunities available in this community with the opportunities available elsewhere?
- What are future trends in careers related to family services?

FHA/HERO ACTIVITIES

- Power of One: Working on Working
- FHA/HERO Career Connection: All Units
- STAR Events: Job Interview; Entrepreneurship
- Leaders at Work
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Home Economics Curriculum Center, 1997. *Skills for Life*, Unit 6, "Employability Skills."

Home Economics Curriculum Center, 1999. *Implementation Overview Handbook: Texas Essential Knowledge and Skills for Home Economics Education*, Career Concentration: Family Studies and Human Services, Examples of Career Opportunities.

WEB SITES

American Association of Family and Consumer Sciences
www.aafcs.org

National Council on Family Relations
www.ncfr.org

Personal and Family Development

Knowledge and Skills.

(7) Child development.

The student evaluates the responsibilities of parents and other caregivers in meeting the developmental needs of children.

The student is expected to:

(A) identify the basic needs of children;

(B) describe patterns of intellectual, physical, social, and emotional development in children;

(C) identify resources for promoting the development of children, including those with special needs;

(D) analyze responsibilities of caregivers for promoting the development of children;

(E) determine the relationship of society and culture on meeting developmental needs of children; and

(F) demonstrate caregiver behaviors and strategies promoting the healthy intellectual, physical, social, and emotional development of children.

7A- The student is expected to identify the basic needs of children.

1) RESEARCH/CLASS DISCUSSION

Have the class use textbooks, library, Internet, and other resources to gather information on basic needs of children. Some examples of basic needs students might look for include: physical needs for food, clothing, exercise, rest and safety; nurturing needs for love, support, encouragement, and attention; and guidance needs for appropriate limits. Prepare a visual display of the information gathered by class members. Lead a class discussion based on their findings.

NOTES

TAAS READING

TAAS WRITING

KEY QUESTIONS
- What are similarities in the findings of the research found on basic needs of children?
- What are differences in the findings of the research?
- On a scale of 1-10, what basic needs are the most vital to the development of heathy children?

2) INTERVIEW/CLASS DISCUSSION

Have the students identify the basic needs of children by using Teaching Aids 43a and 43b, ***Basic Needs of Children Interview***, to record responses of two sets of parents. The interviews may be conducted by telephone, correspondence, E-mail, or personal contact. The interviews may include the father, mother, both parents, or guardians of two different families.

TA 43a & 43b
Basic Needs of Children Interview

KEY QUESTIONS
- What are the similarities in the responses concerning the basic needs of children?
- What are differences in the responses concerning the basic needs of children?
- What are unusual responses regarding the basic needs of children?
- How would you compare the challenges in parenting faced today with the challenges faced in past generations?
- What are similarities in the responses concerning the most satisfying part of being a parent?
- What are similarities in the responses concerning the advice about parenting offered to young parents today?
- What are the most vital basic needs of children today?

Have the students record and share the interview findings. Lead a class discussion identifying the basic needs of children.

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NOTES

FHA/HERO ACTIVITIES

- Families First: All Units
- STAR Event: Focus on Children

RESOURCES

AGENCIES AND ORGANIZATIONS

Association of Childhood Education International (ACEI)

National Association for the Education of Young Children (NAEYC)

Texas Association for the Education of Young Children (TAEYC)

PERIODICAL

Texas Child Care (periodical on child care and activities, includes meeting basic needs), Texas Workforce Commission in cooperation with the Texas Department of Protective and Regulatory Services

7B- The student is expected to describe patterns of intellectual, physical, social, and emotional development in children.

1) RESEARCH/GROUP ACTIVITY

Use Teaching Aid 44, ***Patterns of Development***, to discuss with the students the patterns (types) of development in children. Have the students research magazine articles, child development books, Internet, and other resources which identify and describe intellectual, physical, social, and emotional development in children. Have small groups of students develop a rating checklist for parents to use in identifying patterns of developmental progress of their young children. Have representatives of each group share the rating checklists.

2) EDUCATIONAL TOUR/WRITTEN EXERCISE

Arrange for students to tour a child care center to observe children of various ages. Ask students to identify and describe the intellectual, physical, social, and emotional growth of the young children. Have students write a summary of their observations.

3) INDIVIDUAL ACTIVITY

Have students collect pictures from magazines or catalogs that depict children involved in some type of intellectual, physical, social, and emotional development (e.g., reading a book, eating a snack, jumping a rope, playing with a toy, talking to another person). Have students mount the pictures in some type of visual display (notebook, collage, poster). Students need to label each picture with the type of development and how the activity is promoting it.

NOTES

TA 44 Patterns of Development

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TAAS WRITING

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NOTES

FHA/HERO ACTIVITIES

- Families First
- STAR Event: Focus on Children
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

AGENCIES AND ORGANIZATIONS

Association of Childhood Education International (ACEI)

National Association for the Education of Young Children (NAEYC)

Texas Agricultural Extension Service (Contact your local County Extension Agent - Family and Consumer Sciences)

Texas Association for the Education of Young Children (TAEYC)

Texas Department of Health

Texas Department of Human Services

Texas Department of Protective and Regulatory Services

7C- The student is expected to identify resources for promoting the development of children, including those with special needs.

NOTES

1) GUEST SPEAKER/PANEL DISCUSSION

Invite a guest speaker or a panel of individuals from various agencies in the community (e.g., churches, United Way, YMCA/YWCA, Texas Department of Human Services, Texas Migrant Council) to discuss services and assistance afforded to children. Have listening teams* develop questions, then listen for answers. Following the presentation, have groups summarize the responses to their questions.
*Instructions for using listening teams are provided in the **Creative Ideas** section.

2) RESEARCH/PROJECT

Have students research resources available to assist children. Have students utilize the library, Internet, and other resources to gather information. Ecourage students also to collect brochures, flyers, and other documents. Lead students to compile all of the information and materials into a directory or classroom file.

TAAS READING

TAAS WRITING

KEY QUESTIONS

- Which of the resources are located in the community?
- What resources are located nearby?
- What resources are usually available in small (perhaps rural) communities? medium-size communities? large communities?

3) BRAINSTORMING/INTERNET SEARCH

Have students review the total list of agencies and organizations from Strategy 2. Analyze certain factors such as those which offer assistance to children and families with special needs, financial assistance, child care, nutrition information, medical care, and emotional support.

Have students divide into groups. Assign each group a certain factor (e.g., nutrition information) to research Web sites that promote the development of children, including those with special needs. Teaching Aid 45, ***Child Development Web Sites***, can serve as a guideline for students. Have students share their findings with the class.

TA 45 Child Development Web Sites

TAAS READING

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NOTES

FHA/HERO ACTIVITIES

- STAR Events: Chapter Service Project; Illustrated Talk; Focus on Children
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

AGENCIES AND ORGANIZATIONS

National Association for the Education of Young Children (NAEYC)

Texas Association for the Education of Young Children (TAEYC)

Texas Department of Human Services

Texas Department of Protective and Regulatory Services

PERIODICALS

Texas Child Care

Young Children

7D- The student is expected to analyze responsibilities of caregivers for promoting the development of children.

NOTES

1) CLASS DISCUSSION/GROUP ACTIVITY/VISUAL DISPLAY

Define the term *caregiver* (a person responsible for the care and well-being of another individual). This may refer to parents, other family members, or persons responsible for the care of a child in a formal or informal child care setting.

Lead a class discussion pointing out the developmental characteristics and needs of children for which caregivers are responsible. Include the characteristics that development is similar for every person, it builds on earlier learning, proceeds at individual rates, is interrelated, and continues throughout life.

Divide the class into small groups. Assign each group a specific age of children: infants, toddlers, preschool, and school-age. Have students develop a visual display depicting the characteristics and needs of that particular age. Have each group present their visual display to the class and explain the responsibilities of caregivers in promoting the developmental needs of children.

KEY QUESTIONS

- What is an example that illustrates that children all over the world go through the same development stages in approximately the same order?
- Since development builds on earlier learning, what is an example of a sequence of development?
- What is an example of a way in which development continues from childhood through adulthood?
- What are the responsibilities of caregivers for promoting the developmental needs of children?

2) LABORATORY EXPERIENCE/OBSERVATION

Arrange for students to observe young children of similar ages at a child care center, HeadStart, or similar setting. Ask students to use Teaching Aids 46a and 46b, ***Observation Worksheet***, to record observations about the developmental progress of children. Lead a class discussion regarding the student observations.

TA 46a & 46b
Observation
Worksheet

TAAS
WRITING

KEY QUESTIONS

- How did children of the same age differ in their development?

(continued on next page)

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NOTES

KEY QUESTIONS - CONTINUED

- How were children of the same age similar?
- What step by step patterns of development did you observe?
- What different rates of growth did you observe?
- How do physical, emotional, intellectual, and social development influence each other?

TAAS WRITING

3) WRITTEN EXERCISE/GROUP ACTIVITY

Have the students write a paper analyzing the responsibilities of caregivers for promoting the development of children. Have the students share the information with small classroom groups.

FHA/HERO ACTIVITIES

- STAR Events: Illustrated Talk; Skills for Life
- Ready, Set, Read! (Reading Literacy Project)
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

AGENCIES AND ORGANIZATIONS

National Association for the Education of Young Children (NAEYC)

Texas Association for the Education of Young Children (TAEYC)

Texas Department of Human Services

Texas Department of Protective and Regulatory Services

BOOK

Home Economics Curriculum Center, 1999. *Ready, Set, Read!*

PERIODICALS

Texas Child Care

Young Children

7E- The student is expected to determine the relationship of society and culture on meeting developmental needs of children.

1) GROUP ACTIVITY/CLASS DISCUSSION

Have the students bring newspaper and magazine articles describing how families meet or fail to meet the basic needs of children. Have students work in small groups to read the articles and analyze the relationship of society and culture on meeting the needs of children. Compile a class list of societal and cultural relationships. Lead a class discussion on the importance of the family unit and responsibility of society to help families meet the basic needs of children. Emphasize that government services and community entities do not completely satisfy society and culture's responsibilities in meeting developmental needs of children. Individuals also have responsibilities (neighbors, citizens, etc.) in helping to meet those needs.

NOTES

TAAS READING

KEY QUESTIONS

- What is the role of society in meeting the developmental needs of children?
- What is the relationship of culture in meeting the developmental needs of children?

2) BRAINSTORMING/CASE STUDY

TA 47 Mandy's Story

Lead the students to brainstorm descriptions of children who exhibit signs of neglect and failure to develop. Relate the importance of identifying and finding resources to help all children who have limited opportunities to develop.

Many children are fortunate to have resources available to help in meeting their developmental needs. Read the case study depicted in Teaching Aid 47, ***Mandy's Story,*** to the class. Discuss with students the key questions.

KEY QUESTIONS

- What agencies and organizations were able to help Mandy and her family?
- How was the community able to help in meeting some of Mandy's developmental needs?
- How was the community able to assist Mandy's family?
- How was Mandy's family helped by other individuals?
- What agencies and organizations in our community could offer similar assistance for children?
- Where can families look for assistance in helping to meet the developmental needs of their children?

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NOTES

3) GROUP ACTIVITY/PROJECT/ FHA/HERO

This strategy is closely related to TEKS 7C (Strategies 1 and 2), and could be a follow-up activity. Divide the class into small groups. Have each group of students prepare a list of available local, county, state, and national organizations and agencies that focus on children. These may include the Department of Human Services, Department of Health, clinics, hospitals, WIC, YMCA/YWCA, the Extension Service, and others. Have the students work as a class to compile a flyer which includes the name, address, telephone number, and services of the agencies and organizations.

This strategy could also be a chapter activity for FHA/HERO or a Family Services project. The flyers could be distributed to PTA members or similar parent organizations.

FHA/HERO ACTIVITY

- STAR Event: Illustrated Talk
- Chapter Service Project
- Ready, Set, Read! (Reading Literacy Project)

RESOURCES

BOOK

Home Economics Curriculum Center, 1999. *Ready, Set, Read!*

WEB SITES

Lions Club International
www.lions.org

Ronald McDonald House Charities
www.rmhc.com/

Rotary Clubs International
www.rotary.org

Texas Department of Protective and Regulatory Services
www.tdprs.state.tx.us

7F- The student is expected to demonstrate caregiver behaviors and strategies promoting the healthy intellectual, physical, social, and emotional development of children.

1) RESEARCH/ROLE PLAY/CLASS DISCUSSION

Have the students use resource materials to gather information on caregiver strategies promoting the healthy development of children. Teaching Aids 48a and 48b, ***Children's Fears: Face Them***, Teaching Aid 49, ***Positive Role Plays***, and Teaching Aid 50, ***Guiding Young Children***, may be used as resources.

Divide the class into small groups. Assign each group role plays on intellectual, physical, social, and emotional strategies that promote the healthy development of children of different ages. Following the role plays, lead a class discussion reinforcing the positive strategies.

2) EDUCATIONAL TOUR/OBSERVATION/CLASS DISCUSSION

Arrange a tour of a child care center for the students to observe the strategies of caregivers working with children of various ages. Have the students use Teaching Aid 51, ***Observing Caregiver Strategies***, to record observations. Lead a class discussion summarizing the effective as well as the ineffective caregiver strategies that students observed.

3) INDIVIDUAL ACTIVITY

Have students use Teaching Aid 52, ***The Role of Books in the Intellectual Development of Children***, Teaching Aid 53, ***Selecting and Reading Books to Young Children***, textbooks, library, and other resources to gather information about selecting appropriate books for young children.

Using Teaching Aid 54, ***Write a Book for Young Children***, have students write and illustrate a book for young children. Have students share the books with the class and, if possible, read the books to young children. Students could share the books with children in child care, HeadStart programs, and other similar settings.

3) LABORATORY EXPERIENCE

Arrange a laboratory experience for the students to work with children of various ages. Allow students to demonstrate positive caregiver strategies with the children. Examples of strategies might include reading books, teaching poems and finger plays, playing developmentally appropriate games, making puppets and directing puppet shows, planning and carrying out theme activities, and supervising play.

NOTES

TA 48a & 48b	*Children's Fears: Face Them*
TA 49	*Positive Role Plays*
TA 50	*Guiding Young Children*

TAAS READING

TA 51	*Observing Caregiver Strategies*
TA 52	*The Role of Books in the Intellectual Development of Children*
TA 53	*Selecting and Reading Books to Young Children*
TA 54	*Write a Book for Young Children*

TAAS READING

TAAS WRITING

TAs are listed on the next page for this strategy.

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NOTES

TA 55a - 55c Poems and Finger Plays for Young Children

TA 56 Focused-time Activities for Young Children and Young Adult Students

TA 57a - 55d Developmentally Appropriate Games for Preschool Children

TA 58 Themes for Young Children's Activities

TA 59 Age-appropriate Toys and Play Equipment

TA 60 About Puppets

TA 61 Paper Sack Dog Puppet

TA 62 Paper Sack Mouse Puppet

TA 63 Games and Activities for Developing Gross Motor Skills

Use the following Teaching Aids as resources:

55a - 55c, ***Poems and Finger Plays for Young Children***;
56, ***Focused-time Activities for Young Children and Young Adult Students***;
57a - 57d, ***Developmentally Appropriate Games for Preschool Children***;
58, ***Themes for Young Children's Activities***;
59, ***Age-appropriate Toys and Play Equipment***;
60, ***About Puppets***;
61, ***Paper Sack Dog Puppet***;
62, ***Paper Sack Mouse Puppet;*** and
63, ***Games and Activities for Developing Gross Motor Skills***.

Lead a class discussion reinforcing the positive strategies that will promote healthy development of children.

FHA/HERO ACTIVITIES

- STAR Events: Illustrated Talk; Focus on Children; Skills for Life
- Ready, Set, Read! (Reading Literacy Project)
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

AGENCIES AND ORGANIZATIONS

National Association for the Education of Young Children (NAEYC)

Texas Association for the Education of Young Children (TAEYC)

Texas Department of Protective and Regulatory Services (TDPRS)

PERIODICALS

Texas Child Care

Young Children

Personal and Family Development

Knowledge and Skills.

(8) Child development.

The student analyzes various methods of guidance for children.

The student is expected to:

(A) evaluate developmentally appropriate guidance techniques for children; and

(B) discuss causes, prevention, and treatment of child abuse.

8A- The student is expected to evaluate developmentally appropriate guidance techniques for children.

NOTES

TAAS READING

TAAS WRITING

1) RESEARCH/ORAL PRESENTATION

Divide the class into six small groups. Have each group research the developmentally appropriate guidance techniques for children in one of the following age groups:

- eight to twelve months
- twelve to fifteen months
- fifteen to twenty-four months
- two to three years
- three to four years
- four to six years

Have each group write a summary of the developmentally appropriate guidance techniques for children in their assigned age group and prepare a presentation to give to the class. After all the groups have reported, lead a class discussion on the students' evaluation of the guidance techniques for each age group.

2) INTERVIEW/CLASS DISCUSSION

Have the students interview parents of young children to gather information on the guidance techniques they practice. Have the students work together as a class to develop a questionnaire for interviewing parents of children of various ages. After the students share the information learned from the interviews, lead a class discussion to allow students to evaluate developmentally appropriate guidance techniques for children.

3) OBSERVATION

Have students observe parents and other caregivers interacting with a child in a store, park, home, school, or church. Have students complete TA 64, ***Guidance Observation***, recording details of the observation. Have students share their observations with the class.

TA 64 ***Guidance Observation***

4) CLASS DISCUSSION/GROUP ACTIVITY/VISUAL DISPLAY

Review with students information regarding developmentally appropriate guidance techniques using TA 65, ***Guiding Children's Behavior***. According to most experts, *guidance* includes all that adults do and say as they interact with children to influence their behavior in a positive way. Lead a class discussion on appropriate and inappropriate guidance techniques for toilet training young children using TA 66, ***Guiding a Child's Toileting Hygiene***. Explain to students the importance of recognizing a child's developmental readiness for toilet training.

TA 65 ***Guiding Children's Behavior***

TA 66 ***Guiding a Child's Toileting Hygiene***

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NOTES

Divide the class into small groups and have each group develop a list of appropriate and inappropriate guidance techniques. Have the groups use information learned in Strategy 1, textbooks, library resources, TA 65 and TA 66. Have each group share their list with the class and discuss why they feel these techniques are appropriate or inappropriate. Lead the students to compile a class list of appropriate and inappropriate guidance techniques for children. Have the students make a visual display for the classroom representative of their lists of appropriate and inappropriate guidance techniques for children.

5) SCENARIOS/GROUP ACTIVITY

TA 67 ***Developmentally Appropriate Guidance for Young Children***

Divide the students into triads. Cut the scenarios apart on TA 67, ***Developmentally Appropriate Guidance for Young Children***, and give each triad a different scenario. Have each triad identify the developmentally appropriate guidance techniques for the child in the scenario. Have students read their scenario and share their suggested guidance techniques with the class.

FHA/HERO ACTIVITIES

- Families First: Parent Practice
- STAR Event: Focus on Children
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

PERIODICAL

Texas Child Care (periodical on child care and activities)

WEB SITES

National Association for the Education of Young Children (NAEYC)
www.naeyc.org

National Network for Child Care
www.nncc.org

Parents as Teacher National Center
www.patnc.org

Texas Agricultural Extension Service (Contact your local County Extension Agent - Family and Consumer Sciences)
fcs.tamu.edu

8B- The student is expected to discuss causes, prevention, and treatment of child abuse.

1) RESEARCH/ORAL PRESENTATION

Have students use the Internet, library, and classroom resource materials to gather information about the causes, prevention, and treatment of child abuse. Working alone or in groups, have the students develop overhead transparencies of important information related to child abuse on one of the following topics:

- explanations of child abuse and neglect
- physical abuse and neglect
- emotional abuse and neglect
- sexual abuse
- battered child syndrome
- battering parent syndrome
- corporal punishment
- legal responsibility for reporting child abuse
- child abuse hot lines
- community resources for families

Have the students "teach" the class using the transparencies as visual/teaching aids. After all the students have shared, lead a class discussion on the causes, prevention, and treatment of child abuse.

2) GUEST SPEAKER

Invite a resource speaker from a community agency dealing with child abuse. Ask the speaker to discuss the problem of child abuse in the community, resources for families who are experiencing problems, and legal responsibilities of reporting child abuse. Have the students write questions they may have about child abuse on index cards and give the cards to the speaker in advance of the presentation.

KEY QUESTIONS

- What is considered child and family abuse?
- What are characteristics typical of abusers?
- What are the facts and/or statistics about child and family violence in this community?
- What are the different resources for individuals and families who experience violence?
- What can be done to minimize child and family abuse in our society?

NOTES

TAAS READING

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NOTES

FHA/HERO ACTIVITIES

- STAR Event: Illustrated Talk on child abuse issues
- Chapter Activity: Speaker on child abuse

RESOURCES

TELEPHONE HOTLINE

Abuse Hotline
(800) 252-5400

WEB SITES

Child Abuse Prevention Network
child.cornell.edu/

National Committee to Prevent Child Abuse
www.childabuse.org

Texas Department of Human Services
www.dhs.state.tx.us

Texas Department of Protective and Regulatory Services
www.tdprs.state.tx.us

Personal and Family Development

Knowledge and Skills.
(9) Child development.
The student analyzes the responsibilities of parents and other caregivers for maintaining the health and safety of children.

The student is expected to:

(A) explain the responsibilities of caregivers for maintaining the safety of children;

(B) analyze the caregiver's role in meeting the nutritional requirements of children; and

(C) outline practices that promote the health and wellness of children.

9A- The student is expected to explain the responsibilities of caregivers for maintaining the safety of children.

1) GUEST SPEAKER/CLASS DISCUSSION

Invite a resource person to speak to the class on toy safety. Ask the speaker to show examples of toys that are safe and toys that are unsafe for young children, and to discuss legislation regarding toy safety. Display Teaching Aid 59, ***Age-appropriate Toys and Play Equipment,*** and lead a class discussion on guidelines for selection of safe toys and play equipment for children.

NOTES

TA 59 Age-appropriate Toys and Play Equipment

2) GAME/PROJECT

Arrange a hazard hunt and instruct students to find hazardous conditions that would be dangerous for young children. Prior to class, arrange the following "safety hazards for young children" in the classroom:

- plastic bags accessible to children
- electrical outlets without safety covers
- electrical cords within the reach of children
- toys with loose parts
- items with sharp or pointed edges within reach of children
- loose rugs and furniture that children would trip over
- accessible cleaning supplies, medicines, insecticides, paints, and other poisonous substances
- spills left on the floor
- pot handles on the range or stovetop
- razor blades, scissors, knives, staplers, and matches within reach
- clutter obstructing traffic path

Have students record each safety hazard and make suggestions for correcting each hazard. Have students make a checklist for a child-safe home as a visual display for the classroom. Have students design a poster for parents and other caregivers that includes their checklist on safety hazards in the home.

3) BRAINSTORMING/INTERNET/WRITTEN EXERCISE

Lead the students in brainstorming types of childhood accidents. Ask a student volunteer to compile the list on the board. Have the students add steps that can be taken to prevent childhood accidents.

TAAS WRITING

KEY QUESTION

- How can young children be protected from accidents?

Assign the students to write a paper explaining the responsibilities of parents and other caregivers for insuring the safety of children.

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NOTES

Have students do an Internet search to gather additional information on child safety.

TA 68 *Child Care Safety Design Challenge*

TA 69 *Brochure Assessment*

TAAS WRITING

4) TEAMWORK/PROJECT

Divide students into small groups and ask each group to use the guidelines in Teaching Aid 68, ***Child Care Safety Design Challenge***, to design, write, and illustrate a safety brochure targeted for caregivers of young children. If convenient, have students use computer software to develop the document. The brochure needs to address safety issues such as:

- plastic bags
- loose rugs
- lightweight furniture
- stairs
- matches, fire hazards
- knives, scissors, razors and razor blades
- electrical outlets and cords
- child accessibility to medications or other poisonous substances
- poisonous plants
- household cleaning supplies
- windows
- car seats
- toys

Have each group present their brochure to the class, giving an explanation of the contents and interpretation of the design. Teaching Aid 69, ***Brochure Assessment***, can be used as an evaluation tool.

FHA/HERO ACTIVITIES

- STAR Events: Focus on Children; Illustrated Talk
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

WEB SITES

Consumer Information Center
www.pueblo.gsa.gov

KidSource Online
www.kidsource.com

National Association for the Education of Young Children (NAEYC)
www.naeyc.org

9B- The student is expected to analyze the caregiver's role in meeting the nutritional requirements of children.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) RESEARCH/INDIVIDUAL ACTIVITY

Have students use textbooks, library resources, Internet, and nutritional sources to gather information about meeting the nutritional requirements of children. The resources need to address planning nutritious menus with the emphasis on a variety of colors, textures, temperatures, and shapes for a child to eat safely. Have students report their findings to the class. Have students plan an interesting and nutritious meal for children using food models or pictures, and then explain their meal to the class justifying nutritional content and aesthetic appeal to children.

2) TEAMWORK/PROJECT

Divide students into teams. Provide a variety of menus from school lunch programs, magazines, restaurants, and nutrition sources, and have students use computer dietary analysis software programs to analyze the nutritional value of each menu. Lead a class discussion on planning appealing meals to meet nutritional requirements of children.

3) CLASS DISCUSSION/GROUP ACTIVITY/SCENARIOS

Lead the students in brainstorming the causes and effects of malnourished children. Causes of poor nutrition in children include:

- inadequate supply of nutritious food
- caregiver's lack of nutritional knowledge
- caregiver's lack of motivation and/or skill to prepare nutritious meals
- children responsible for their own meals often make poor choices

The effects of malnourishment in children include:

- lowered resistance to colds and infections
- nutrition-related diseases and disorders
- weight loss
- irritability and restlessness
- learning difficulties
- lack of concentration
- lack of motivation to learn

Divide students into pairs. Give each pair of students a copy of Teaching Aid 70, ***Mealtimes With Young Children***, and have them write responses to each of the scenarios. When all students are finished, have each pair share their responses with the class.

NOTES

TAAS READING

TA 70 ***Mealtimes With Young Children***

TAAS WRITING

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NOTES

4) GUEST SPEAKER

Invite a dietitian, nutrition educator, or family and consumer sciences educator to discuss the relationship of eating habits to health problems and the importance of good nutrition to the growth and development of children.

KEY QUESTIONS

- What is the responsibility of parents and caregivers to provide food that meets the nutritional requirements of children?
- What are effective strategies for motivating children to eat nutritious foods?

FHA/HERO ACTIVITIES

- STAR Events: Focus on Children; Illustrated Talk
- Student Body
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

AGENCIES AND ORGANIZATIONS

American Dietetic Association (ADA)
www.eatright.org

Food and Nutrition Information Center (FNIC), USDA
www.nal.usda.gov/fnic

Texas Agricultural Extension Service (Contact your local County Extension Agent - Family and Consumer Sciences)
fcs.tamu.edu

BOOK

Duyff, Roberta Larson, 1998. *The American Dietetic Association's Complete Food and Nutrition Guide.* Minneapolis, MN: Chronimed Publishing.

9C- *The student is expected to outline practices that promote the health and wellness of children.*

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) PANEL DISCUSSION/PROJECT/ FHA/HERO

TAAS WRITING

Invite a panel of experts (such as a health care professional, dietitian, child care director, child life specialist, early childhood teacher, or special education teacher) to discuss strategies for optimizing the health and wellness of children. As an alternative activity, have one person as a guest speaker. Encourage students to invite parents of young children and school administrators to attend the panel presentation. Divide the class into small groups and assign each group a project to advertise the guest panel session. The projects might include posters for the halls, newspaper articles for the school paper, bulletin board announcements, and flyers to distribute to invited guests.

Following the panel presentation, have students write an article for the school newspaper (or submit to the community newspaper) detailing the panel presentation. Have students use computer software programs to write and edit their articles. Select one or more articles to submit for publication.

This strategy could also be an FHA/HERO activity for Student Body or STAR Event: Focus on Children. The activity could also be used as a Families First project.

2) CLASS DISCUSSION/RESEARCH/PROJECT

TAAS READING

TAAS WRITING

Lead a class discussion to identify practices that promote the health and wellness of children. Assign each student a topic to research using the Internet, textbooks, and library resources; have each student write an informative report on the assigned topic.

Have students organize a classroom "Resource File" with reports students write and copies of important information gathered from resources. Encourage students to add resources collected from agencies that are concerned with the health and wellness of children.

Have students prepare a small poster for display in the classroom based on the information they learned in their research.

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NOTES

FHA/HERO ACTIVITIES

- Families First: Parent Practice
- STAR Events: Focus on Children; Illustrated Talk
- Student Body
- Community Service: Conduct training sessions at elementary schools to help children understand the importance of health and wellness

RESOURCES

PERIODICAL

Texas Child Care (child care and activities)

WEB SITES

American Academy of Pediatrics
www.aap.org

Maternal and Child Health Bureau
www.mchb.hsra.gov

National Health Information Center
www.nhic-nt.health.org

Texas Department of Health
www.tdh.texas.gov

Texas Department of Human Services
www.dhs.state.tx.us

Personal and Family Development

Knowledge and Skills.

(10) Child development.

The student determines career options related to child development and early childhood education.

The student is expected to:

(A) identify employment and entrepreneurial opportunities and preparation requirements in the areas of child development and early childhood education; and

(B) describe rewards, demands, and future trends in child development careers.

10A- *The student is expected to identify employment and entrepreneurial opportunities and preparation requirements in the areas of child development and early childhood education.*

TEKS 6A, 6B, 10A, 10B, 14A, 14B, 18A, 18B, 22A, 22B, 26A, and 26B all refer to the career options related to various content specializations. The Instructional Strategies and Teaching Aids that are used in TEKS 6A and 6B are referenced throughout the Personal and Family Development course. Students should keep copies of handouts in a file for future use.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) INDIVIDUAL ACTIVITY/RESEARCH/PROJECT

Have students research job titles and descriptions of child development and early childhood education careers using available technology such as the following:

- satellite feed (learning channel)
- CD-ROM encyclopedias
- Internet
- *Dictionary of Occupational Titles*
- *Occupational Outlook Handbook*

Provide students with copies of the following Teaching Aids or similar handouts:

TA 32a and 32b, ***Definitions of Employability Terms***
TA 33, ***Guidelines for Writing Resumés***
TA 34, ***Guidelines for Writing Letters of Application***
TA 35, ***Guidelines for Completing Job Applications***
TA 36, ***Sample Job Application***
TA 37, ***Interview Questions***
TA 38, ***Sample Follow-up Letter***
TA 39, ***Guidelines for Terminating Employment***

Have students create a flyer or brochure that describes the employment and entrepreneurial opportunities and preparation requirements in the area of child development and early childhood education. Have students use computer software programs to produce their flyers or brochures if available. Distribute copies of Teaching Aid 40, ***Employment and Entrepreneurial Opportunities Project,*** to students. Review the requirements for successful completion of the project. Make a visual display of the flyers/brochures available for all students in the class.

NOTES

TA 32a & 32b	***Definitions of Employability Terms***
TA 33	***Guidelines for Writing Resumés***
TA 34	***Guidelines for Writing Letters of Application***
TA 35	***Guidelines for Completing Job Applications***
TA 36	***Sample Job Application***
TA 37	***Interview Questions***
TA 38	***Sample Follow-up Letter***
TA 39	***Guidelines for Terminating Employment***
TA 40	***Employment and Entrepreneurial Opportunities Project***

TAAS WRITING

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NOTES

TA 41 ***Career Investigation***

TAAS WRITING

TAAS READING

2) INDIVIDUAL ACTIVITY/RESEARCH/PROJECT

Have students research a career in child development or early childhood education that they have an interest in or would like to know more about. Have students complete the assignment on Teaching Aid 41, ***Career Investigation***. Have students use the Internet as a resource and computer software to complete the written components of the project. Have students submit their project in a folder. Have students share information about their researched career with the class.

FHA/HERO ACTIVITIES

- Power of One: Working on Working
- FHA/HERO Career Connection: PLUG IN to Careers; LINK UP to Jobs
- STAR Events: Job Interview; Entrepreneurship
- Leaders at Work
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Home Economics Curriculum Center, 1997. *Skills for Life,* Unit 6, "Employability Skills."

Home Economics Curriculum Center, 1999. *Implementation Overview Handbook: Texas Essential Knowledge and Skills for Home Economics Education*, Career Concentration: Child Development, Education, and Services, Examples of Career Opportunities.

WEB SITES

American Association of Family and Consumer Sciences (AAFCS)
www.aafcs.org

Association for Childhood Education International (ACEI)
www.acei.org

National Association for the Education of Young Children (NAEYC)
www.naeyc.org

10B- The student is expected to describe rewards, demands, and future trends in child development careers.

TEKS 6A, 6B, 10A, 10B, 14A, 14B, 18A, 18B, 22A, 22B, 26A, and 26B all refer to the career options related to various content specializations. The Instructional Strategies and Teaching Aids that are used in TEKS 6A and 6B are referenced throughout the Personal and Family Development course. Students should keep copies of handouts in a file for future use.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) PANEL DISCUSSION/RESEARCH/VIDEOTAPE

Invite community members to be a part of a panel of representatives of various careers in child development and early childhood education. Examples of panel participants include a nurse, dietitian, child care worker, child care center director, early childhood teacher, parent of young children, physical therapist, child life specialist, elementary school teacher, or social worker. Ask the guest panel members to share the rewards, demands, and future trends in careers related to child development and early childhood education. Have students prepare questions on index cards to be given to the panel.

TAAS WRITING

As an alternative activity, have students view videotapes or gather information using textbooks, library resources, Internet, or selected references on rewards, demands, and future trends in careers related to child development and early childhood education.

KEY QUESTIONS

- What are rewards of careers in child development and early childhood education?
- What are demands, duties, and responsibilities of careers in child development and early childhood education?
- What are predictions for future trends for careers in this field?

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2) INTERVIEW

Have students interview representatives of various careers in child development or early childhood education about the rewards, demands, and future trends in careers in this field. Students may use the telephone, E-mail, written correspondence, or personal interview methods to secure the information.

TA 71 ***Interview Record for Child Development and Early Childhood Education Career Exploration***

NOTES

Have students use Teaching Aid 71, ***Interview Record for Child Development and Early Childhood Education Career Exploration,*** to record their findings. Lead a class discussion on these careers asking student volunteers to share their interview results with the class.

KEY QUESTIONS

- What are similarities and differences in the rewards of careers in child development and early childhood education?
- What are similarities and differences in the duties and responsibilities of careers in child development and early childhood education?
- What are unusual duties and responsibilities of careers in this field?
- Which child development and early childhood education careers are available in this community?
- How would you compare the job outlook for the child development and early childhood career education opportunities available in this community with opportunities available elsewhere?
- What are future trends in careers related to child development and early childhood education?

FHA/HERO ACTIVITIES

- Power of One: Working on Working
- FHA/HERO Career Connection: All units
- STAR Events: Job Interview; Entrepreneurship
- Leaders at Work
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Home Economics Curriculum Center, 1997. *Skills for Life,* Unit 6, "Employability Skills."

Home Economics Curriculum Center, 1999. *Implementation Overview Handbook: Texas Essential Knowledge and Skills for Home Economics Education*, Career Concentration: Child Development, Education, and Services, Examples of Career Opportunities.

WEB SITES

American Association of Family and Consumer Sciences (AAFCS)
www.aafcs.org

National Association for the Education of Young Children (NAEYC)
www.naeyc.org

Personal and Family Development

Knowledge and Skills.

(11) Apparel.

The student analyzes consumer decision-making practices in individual and family apparel choices.

The student is expected to:

(A) describe factors influencing apparel selection;

(B) determine consumer practices facilitating effective management of the apparel budget;

(C) describe clothing selection practices that accommodate personal needs, including age, lifestyle, special needs, and career;

(D) point out technological advancements affecting apparel decisions; and

(E) determine the relationship of apparel decisions to peer influence, self-esteem, and personal effectiveness.

11A- The student is expected to describe factors influencing apparel selection.

NOTES

1) WRITTEN EXERCISE/TEAMWORK

TAAS WRITING

Have each student select a writing topic from the following subject possibilities:

- the clothes I wish I were wearing
- the wardrobe of a friend or a family member
- my all-time favorite item of clothing
- clothing as a personal statement

Have students write a one to two-page essay on the selected topic.

Divide the class into triads. Ask students to share their writing assignment with their triad members. Have students brainstorm influences on clothing choices. The influences might include the following:

- needs
- goals
- personal priorities
- finances
- interests
- personality
- self-concept
- dress codes
- peer pressure
- safety
- fashion
- occasion

Summarize by assigning each triad to complete the following sentences:

- A person's clothing choices impact his or her life by . . . .
- A person's clothing reveals. . . .
- Understanding what influences my clothing choices helps . . . .

2) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

TAAS READING

Assign readings on how fashion influences clothing choices. Reading assignments could be found in textbooks, library resources, periodicals, fashion magazines, or Internet resources. Lead a class discussion on the important points in the reading material.

KEY QUESTIONS

- What is the source of fashion?
- How does fashion change?
- What is a fashion classic?
- How does advertising affect clothing decisions?
- How do students in this school exhibit fashion?

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NOTES

SOCIAL STUDIES

3) INDIVIDUAL ACTIVITY/VIDEOTAPE

Show illustrations of how fashion has changed through the years. Have students look through a selection of magazines, old school yearbooks, encyclopedias, history books, and other resources to find illustrations of fashions from the past.

As an alternative activity, show video clips from old television programs or movies to depict how fashion has changed through the years. Lead students to discuss how fashion has changed.

KEY QUESTIONS

- What events have influenced fashion?
- What people have had significant influences on fashion through the years?
- How have historical events influenced fashion?
- What social trends have had the greatest impact on apparel?
- How does economics affect fashion changes?
- How has technology influenced fashion trends?
- How are apparel decisions influenced by the history of fashion?

RESOURCES

BOOKS

Frings, Gini S., 1999. *Fashion: From Concept to Consumer*, (6th Ed.).

Rice, Nancy N. & Palmer, Pati, 1996. *Looking Good: A Comprehensive Guide to Wardrobe Planning, Color, and Personal Style Development*.

WEB SITES

The Fashion Page
www.glitter.com

Historical Costuming
www.milieux.com/costume

Mississippi State University Extension Service
www.ext.msstate.edu/

11B- The student is expected to determine consumer practices facilitating effective management of the apparel budget.

1) BRAINSTORMING/RESEARCH/WRITTEN EXERCISE

Lead the students to brainstorm where to shop for clothes. The list might include:

- department stores
- factory outlet stores
- specialty stores
- home shopping network (cable television)
- flea markets
- antique stores
- mail-order catalogs
- resale shops
- thrift stores
- discount stores
- manufacturer's outlet stores
- garage and yard sales
- arts and crafts stores and fairs

Lead a class discussion on each of the sources of apparel students have listed. Discuss with students how broadening their thinking on sources of apparel besides just retail stores is important in managing the apparel dollar. Have students complete Teaching Aid 72, ***Sources for Apparel Purchases***. Have students share their responses with the class.

NOTES

TA 72 Sources for Apparel Purchases

KEY QUESTIONS

- Where do teens shop for apparel? Why?
- Of the alternate sources listed, which five places might you most likely shop?
- What are the advantages and disadvantages of the apparel sources listed?

2) RESEARCH/PROJECT

Have students select one of the following topics to research.

- Planning a wardrobe
- Apparel shopping savvy (where to shop; when to shop; shopping tips; wise use of the apparel dollar; cost per wear)
- Selecting sizes and styles
- Evaluating fabric, garment construction, and care requirements
- Constructing your own apparel
- Recycling apparel

Have students use the Internet, classroom and library resources, textbooks, magazine, and newspaper articles for information

TAAS READING

TAAS WRITING

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NOTES

regarding their chosen topic. Have students prepare an oral presentation with visual aids on their chosen topic. Make sure all of the topics are selected. As an alternative, have the students draw for a topic from a basket of project titles. Have students prepare visual aids for their presentations including transparency masters, posters, handouts, worksheets, etc. If available, have students use computer software programs to aid them in preparation of their presentation materials. Encourage students to apply "teaching techniques" that are most effective for them and promote learning. Have students submit written documentation of their presentation and a bibliography of the resources they used. After the conclusion of all of the presentations, have each student write a response to the following key question:

KEY QUESTION

- What are some consumer practices that facilitate effective management of the apparel budget?

3) GUEST SPEAKER

Invite a clothing store fashion sales associate to discuss and show fashion trends and to suggest ideas for effective wardrobe planning. Ask the speaker to suggest thrifty consumer practices, how to calculate the cost per wearing, how to check for fit, and how to buy easy-care apparel. Have the students write questions on index cards to be given to the speaker in advance of the presentation.

FHA/HERO ACTIVITIES

- Financial Fitness: Consumer Clout
- STAR Event: Skills for Life

RESOURCES

BOOKS

Frings, Gini S., 1999. *Fashion: From Concept to Consumer*, (6th Ed.).

Rice, Nancy N. & Palmer, Pati, 1996. *Looking Good: A Comprehensive Guide to Wardrobe Planning, Color, and Personal Style Development*.

WEB SITE

Mississippi State University Extension Service
www.ext.msstate.edu/

11C- The student is expected to describe clothing selection practices that accommodate personal needs, including age, lifestyle, special needs, and career.

1) CLASS DISCUSSION/INDIVIDUAL ACTIVITY

Lead a class discussion regarding the effect of sources of apparel purchases on the selection, quality, and cost of apparel. Distribute copies of Teaching Aids 73a and 73b, ***Comparison Shopping From Various Sources,*** to students and have them complete the exercise. Provide apparel catalogs in the classroom for student use.

NOTES

TA 73a & 73b
Comparison Shopping From Various Sources

KEY QUESTIONS

- What did you learn from the comparison shopping experience?
- At which apparel source would you be most likely to purchase the jeans and shirt? Why?
- How do you plan to use comparison shopping in the future?
- How can you apply what you have learned about managing the apparel dollar to other types of purchases (e.g., linens, household items, electronics)?

2) GROUP ACTIVITY/PROJECT

Divide the class into small groups. Distribute to students a variety of mail-order fashion catalogs and pattern books from which they can cut pictures. Ask each group to plan a wardrobe for young adults by making a "Wardrobe Album" with pictures, descriptions, and costs. The "Wardrobe Album" should include:

- a basic wardrobe for a teenage male
- a basic wardrobe for a teenage female
- a basic wardrobe for a young adult business career person that includes leisure wear
- accessories appropriate for the basic wardrobes
- examples of current fashion trends
- clothing items appropriate for a person with special needs, such as vision impairments, wheelchair dependency, crutch dependency, color blindness, arthritis conditions, or muscular disorders

Have the students present the albums to the class.

3) GUEST SPEAKER

Invite a guest speaker from an apparel store in the community to speak on the topic, "Dress for Your Lifestyle." This strategy could be used in conjunction with TEKS 11B, Strategy 3. Ask the speaker to discuss clothing selections that consider the age, lifestyle, and career of a young adult, including those with special needs. Lead a class discussion summarizing the presentation and clothing selection practices that accommodate personal needs.

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NOTES

As an alternative, have students view a video on selection of clothing to accommodate personal needs, including age, lifestyle, special needs, and career.

FHA/HERO ACTIVITIES

- Power of One: A Better You
- STAR Event: Skills for Life

RESOURCES

BOOK

Rice, Nancy N. & Palmer, Pati, 1996. *Looking Good: A Comprehensive Guide to Wardrobe Planning, Color, and Personal Style Development*.

WEB SITE

Mississippi State University Extension Service
www.ext.msstate.edu/

Ohio State University Extension (Ohioline)
www.ag.ohio-state.edu or *ohioline.ag-ohio-state.edu*

Women's Wear Daily
www.wwd.com/

11D- The student is expected to point out technological advancements affecting apparel decisions.

NOTES

TAAS WRITING

TAAS READING

1) RESEARCH/WRITTEN EXERCISE

Have students visit Web sites of clothing manufacturers that offer apparel selections over the Internet such as:

- J.C. Penney
- L.L. Bean
- Levi Strauss
- Gap
- Ralph Lauren
- Liz Claiborne
- Jones New York
- Guess
- J. Crew
- Lane Bryant/Bonjour

Have students research current periodicals such as *Consumer Reports* and *Money* for articles and information on making apparel purchases over the Internet. Ask the school librarian to assist students in a computer-generated search to locate current articles on this topic in a variety of periodicals. Instruct each student to read one article and write a summary of the article, complete with bibliographic information. Have students share their summaries with the class and develop a list of strategies and guidelines to assist the consumer in making wise apparel purchases online.

As enrichment activities, have students use computer software to produce a brochure of strategies and guidelines for consumers purchasing apparel online. Students could also design a school showcase highlighting this information for their peers.

2) DEMONSTRATION/CLASS DISCUSSION

Distribute copies of a few pages of a fashion mail order catalog to the students. Using a transparency of the order blank, lead a class discussion on completing an order for apparel by telephone, mail, or online by completing the form and using a fictional credit card to make a hypothetical purchase. Lead a class discussion on conditions that exist in our society that make the use of the credit cards, debit cards, online shopping, and telephone options appealing to consumers.

KEY QUESTIONS

- What is a marketing strategy?
- How are these technological advancements in consumer purchasing used as marketing strategies?

(continued on the next page)

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NOTES

KEY QUESTIONS - CONTINUED

- What are precautions that consumers should take when making apparel purchases by these methods?
- How have technological changes impacted the cost of apparel?
- How have technological changes affected apparel needed for careers?
- How has technology affected apparel maintenance requirements?
- What hidden charges should consumers be aware of?
- What predictions can you make about the future of technology as related to consumer apparel buying?

FHA/HERO ACTIVITIES

- Financial Fitness: Consumer Clout
- STAR Events: Illustrated Talk; Skills for Life; Applied Technology

RESOURCES

BOOK

Perna, Rita, 1995. *Fashion Forecasting*. New York: Fairchild Publications.

WEB SITES

American Apparel Manufacturers Association (AAMA)
www.americanapparel.org

Apparel Exchange
www.apparelex.com

Apparel Net
www.apparel.net

11E- The student is expected to determine the relationship of apparel decisions to peer influence, self-esteem, and personal effectiveness.

NOTES

1) INDIVIDUAL ACTIVITY

Have students search for magazine pictures of young people dressed in a variety of styles for different occasions, such as:

- dressed as a football player
- dressed as a spectator at sporting events
- dressed for school
- dressed as a bridesmaid for a wedding
- dressed as a groomsman for a wedding
- dressed for religious events
- dressed for social events
- dressed for shopping, going out with friends
- dressed for cheerleading, band, etc.

Have the students attach their pictures to a large sheet of paper. Discuss with students the different ways young people dress.

2) TEAMWORK

Divide the class into three teams and assign each team one of the following topics:

- peer influence
- self-esteem
- personal effectiveness

Have each team determine the relationship of apparel decisions to their assigned topic. Have each team share their conclusions with the class.

KEY QUESTIONS

- What is the relationship between peer influence and apparel decisions?
- What is the relationship between self-esteem and apparel decisions?
- What is the relationship between personal effectiveness and apparel decisions?
- What practical considerations may influence apparel choices?

3) WRITTEN EXERCISE

Instruct students to write a one-page composition describing what they are wearing and the message they want it to convey about themselves. Have students use Teaching Aid 74, ***The Composing Process***, to assist them in organizing their compositions. Have students use computer software programs to write their compositions. Ask student volunteers to read their compositions to the class.

TA 74 The Composing Process

TAAS WRITING

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NOTES

TA 75 Guidelines for a Classroom Debate

4) DEBATE

Have students debate the topic, "People's ideas about appropriate dress are strongly affected by television advertising." Teaching Aid 75, ***Guidelines for a Classroom Debate***, can provide direction for utilizing debate as an instructional tool.

FHA/HERO ACTIVITIES

- Financial Fitness: Consumer Clout
- Power of One: A Better You

RESOURCES

BOOK

Frings, Gini S., 1999. *Fashion: From Concept to Consumer*, (6th Ed.).

Rice, Nancy N. & Palmer, Pati, 1996. *Looking Good: A Comprehensive Guide to Wardrobe Planning, Color, and Personal Style Development*.

WEB SITE

Mississippi State University Extension Service
www.ext.msstate.edu/

Personal and Family Development

Knowledge and Skills.

(12) Apparel.

The student practices clothing-care procedures.

The student is expected to:

(A) interpret information on clothing-care labels;

(B) perform laundry procedures in accordance with clothing-care label information;

(C) describe practices for packing and storing apparel;

(D) utilize care labels and consumer skills as a basis for effectively securing appropriate clothing-care services;

(E) predict the impact of clothing-care requirements on overall wardrobe costs; and

(F) identify environmental issues related to clothing care and management.

12A- The student is expected to interpret information on clothing-care labels.

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Provide students with current information about apparel labeling information and federal legislation such as Teaching Aids: 76, ***Consumer Legislation Related to Garment Labeling***; and 77, ***Guide to Clothing Care Symbols***.

Additional information on clothing-care labeling can be found on the Internet at:

American Textile Manufacturers Institute	*www.atmi.org*
Federal Trade Commission	*www.ftc.gov*
The Soap and Detergent Association	*www.sdahq.org*
Texas Agricultural Extension Service	*fcs.tamu.edu*

Using Teaching Aid 78, ***Sample Care Label***, discuss with students the mandatory information. Have students complete Teaching Aid 79, ***Interpreting Garment Care Labels***, as a student worksheet. Discuss the correct responses with the class.

2) INDIVIDUAL ACTIVITY

Review the information learned in Strategy 1. Distribute copies of Teaching Aid 80a, ***Clothing Labels***, to students. Have students determine what information is missing for each label. Have students share their responses. Teaching Aid 80b, ***Clothing Labels Answer Key***, provides the correct responses to the activity. As a follow-up activity, have students suggest what type of clothing each of the labels is from.

3) VISUAL DISPLAY/CLASS DISCUSSION

Provide a visual display of several garments with clothing-care labels attached. Using the display as a springboard for class discussion, have students answer the key questions.

KEY QUESTIONS

- Why should a person look at clothing-care labels before deciding to buy a garment?
- Why is it important to read clothing-care labels before laundering or dry cleaning a garment?
- What kinds of care methods do most of the displayed garments require?
- What kinds of care methods do most of the clothing items that you wear require?

NOTES

TA 76	***Consumer Legislation Related to Garment Labeling***
TA 77	***Guide to Clothing Care Symbols***
TA 78	***Sample Care Label***
TA 79	***Interpreting Garment Care Labels***
TA 80a	***Clothing Labels***
TA 80b	***Clothing Labels Answer Key***

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NOTES

FHA/HERO ACTIVITIES

- STAR Events: Skills for Life; Illustrated Talk
- Financial Fitness: Consumer Clout

RESOURCES

AGENCIES AND ORGANIZATIONS

American Apparel Manufacturers Association (AAMA)

American Textile Manufacturers Institute (ATMI)

Federal Trade Commission (FTC)

The Soap and Detergent Association (SDA)

12B- The student is expected to perform laundry procedures in accordance with clothing-care label information.

NOTES

1) RESEARCH/GROUP ACTIVITY

Have students research information to answer the following questions:

KEY QUESTIONS

- What is the source of water for the community?
- What is the mineral content of the water?
- How does the mineral content affect whether the water is hard or soft?
- How does water hardness affect laundry procedures and the use of laundry products?
- How do factors such as rain, pollution, or natural resources affect the water supply?

Display a variety of laundry products for students. Have students work in small groups to evaluate the laundry products for consumer information regarding use of the product in communities with varying degrees of water hardness. From the consumer product information and information on the local water supply, have students draw conclusions about products that would be most effective for laundry procedures in their community.

KEY QUESTIONS

- Which products have consumer information regarding the use of the product with hard and soft water?
- Which products recommend the use of a water softening agent to improve cleansing power?
- Which products are more suited to hard water areas?
- What procedures should consumers in your community follow to obtain the best results from laundry products?

2) LABORATORY EXPERIENCE/GROUP ACTIVITY/VISUAL DISPLAY

TAAS SCIENCE

Divide the class into small groups. Provide students with fabric swatches of different fiber content, (i.e., cotton, polyester, rayon, nylon, silk, wool, blends) that have stains such as the following:

- grass stains
- chocolate
- red punch
- grease
- makeup
- pen and ink marks
- soft drinks

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- perspiration
- dirt from yard, football field, etc.

In addition, provide students with a stain removal chart and laundry and stain removal aids suggested on the chart. Have students conduct laboratory experiments to test the effectiveness of the suggested stain removal methods on the fabrics of varying fiber content. Have students try several types of commercial stain removers on the same stains to test their relative effectiveness.

Have students chart fabrics, fiber content, stain removal products and procedures, and results. Remind students to use science process skills of appropriate methods, accurate observations and records, and safety. Have students prepare a visual display of their completed chart.

3) DEMONSTRATION/GROUP ACTIVITY

Provide garments with varying clothing care label recommendations. Working in pairs or small groups, have students demonstrate the appropriate procedures for a selected garment following the garment care labeling instructions, such as sorting, machine washing techniques, hand washing techniques, and drying techniques. Lead a class discussion on the importance of proper clothing care procedures in preserving and extending the life of apparel using the results of the demonstrations as examples.

RESOURCES

WEB SITES

Maytag Appliances
www.maytag.com

The Soap and Detergent Association
www.sdahq.com

Tide Clothesline
www.clothesline.com

VIDEOTAPE

Gone with the Wash by Maytag, available free from Video Placement Worldwide.

12C- The student is expected to describe practices for packing and storing apparel.

NOTES

1) INDIVIDUAL ACTIVITY

TAAS READING

Have students read reference material about the packing and storing of apparel. Students should read for information related to daily, occasional, and seasonal packing and storing of apparel, as well as ideas for organizing closets and drawers for apparel storage. Lead a class discussion based on their findings.

KEY QUESTIONS

- What is the value of having specific places for storing clothing?
- How can the efficiency of closet and drawer space be improved?
- How should knitted items be stored? Why?
- How should wool items be stored during the summer months? Why?
- What is the effect of overcrowding on packed clothes?
- What are various ways of packing and storing out-of-season clothing?

Have students compile their notes into a "Packing and Storing of Apparel Chart" for teacher evaluation.

2) GROUP ACTIVITY/VISUAL DISPLAY

Divide the class into triads. Have students describe the methods they use to store soiled clothing, clothes that need ironing, clothes needing repairs, and clothes that are ready to wear. Have group members suggest ways to improve the current system being used or create a new system for storing apparel. Have students design posters reflecting creative and orderly methods of storing apparel. Have students share their posters with the class.

3) GUEST SPEAKER

TAAS WRITING

Invite the owner of a dry cleaning establishment or a specialist in closet and storage organization to speak to the class on short-term and long-term apparel storage. Have students write a brief summary on the content of the presentation.

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NOTES

RESOURCES

WEB SITES

International Fabricare Institute
www.ifi.org

Mississippi State University Extension Service
www.ext.msstate.edu/

The Soap and Detergent Association
www.sdahq.com

Texas Agricultural Extension Service (Contact your local County Extension Agent - Family and Consumer Sciences)
fcs.tamu.edu

12D- The student is expected to utilize care labels and consumer skills as a basis for effectively securing appropriate clothing-care services.

1) EDUCATIONAL TOUR

NOTES

Arrange for students to tour a laundry/dry cleaning establishment. Have a representative of the business explain both the laundry and dry cleaning processes that are used. Have the representative explain the chemical processes used in dry cleaning and how a garment is treated from the time a customer brings it into the business until it is returned to the customer. Have the professional discuss the importance of reading, interpreting, and following garment care label instructions.

As an alternate activity, ask a representative from a laundry/dry cleaning establishment to speak to the class on guidelines for effectively securing appropriate clothing-care services.

KEY QUESTIONS

- What are the chemical processes used in dry cleaning garments?
- What procedures does the business use in laundering?
- How do the characteristics of fibers such as polyester, cotton, rayon, nylon, and silk affect garment care?
- What are ways for protecting the color of a garment?
- What are the advantages and disadvantages of fabric finishes?
- What information does the consumer need to tell the professional staff when taking in soiled clothing?
- What range of services does the business provide the consumer?
- What are the costs for the different services?
- What are some guidelines for the consumer to follow in securing clothing-care services?

2) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Using advertisements from the yellow pages of the telephone directory, classified ads, and other advertisements, have students list different clothing-care services available in the community (e.g., laundromat with coin-operated dry cleaning machines, dry cleaners, laundry). Lead students to discuss the range of services provided (ironing, storage, wash and fold, etc.).

KEY QUESTIONS

- What kinds of clothing-care services are available?
- What are the costs of these services to the consumer?
- What are some guidelines for the consumer to follow in securing clothing-care services?

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NOTES

3) PROBLEM SOLVING/SCENARIOS

Divide the class into small groups. Assign each group one of the following scenarios to determine the implications of inappropriate clothing care procedures:

- a favorite pair of jeans shrank
- a new shirt has an iron imprint on the shoulder
- the colors in a new pair of shorts ran
- a dry-clean-only vest shrunk when handwashed
- a blue shirt faded when bleach was added during machine washing
- a swim suit has mildewed

Have students explain the importance of utilizing care labels and consumer skills in clothing care. Have each group share their findings.

TAAS WRITING

4) VIDEOTAPE/WRITTEN EXERCISE

Have students view a videotape on the care of apparel such as *An RX for Your Clothes*, available from the Home Economics Curriculum Center. Have students write a one-page summary of the videotape.

FHA/HERO ACTIVITIES

- STAR Event: Skills for Life
- Financial Fitness: Consumer Clout

RESOURCES

WEB SITES

International Fabricare Institute
www.ifi.org

Mississippi State University Extension Service
www.ext.msstate.edu/

The Soap and Detergent Association
www.sdahq.com

VIDEOTAPE

An RX for Your Clothes, available from the Home Economics Curriculum Center.

12E- The student is expected to predict the impact of clothing-care requirements on overall wardrobe costs.

1) CLASS DISCUSSION/SCENARIOS

Lead a class discussion on the costs of caring for apparel, care cost considerations when purchasing apparel, and apparel features that significantly add to the cost of care. Distribute a copy of Teaching Aid 81, ***How Much Does It Really Cost?*** and have students predict the impact of clothing-care requirements by computing care costs in the scenarios.

Answers to problems for Teaching Aid 81:

1) a. 12 times (6 cleanings at $6.00 each)
   b. True cost of the silk shirt: $72.00
2) a. 3 years (18 cleanings at $10.00 each)
   b. True cost of the jacket: $360.00
3) a. $3. 38
   b. True cost of the sweater: $43.99
4) a. $0.65
   b. True cost of the jeans: $39.00

NOTES

TA 81 How Much Does It Really Cost?

TAAS MATH

2) INDIVIDUAL ACTIVITY

Have students complete Teaching Aid 82, ***Wardrobe Analysis for Garment Care***, using five different garments. Have students identify fiber content, care label instructions, number of wearings per month, cost of laundering or dry cleaning, and the cost of garment care per wearing. Have students share their findings with the class. Lead a class discussion on the importance of considering the care requirements when purchasing apparel.

TA 82 Wardrobe Analysis for Garment Care

TAAS MATH

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NOTES

RESOURCES

12F- The student is expected to identify environmental issues related to clothing care and management.

1) TEAMWORK/SKIT/ FHA/HERO

Lead students in a class discussion about environmental issues related to clothing care and management. Use Teaching Aid 83, ***Protecting the Environment Through Clothing Care and Management***, to identify ways in which individuals and families can protect the environment in their homes and communities. Have students make additional suggestions.

The Soap and Detergent Association has valuable educational information available on environmental issues as well as clothing care.
Web site *www.sdahq.org*

Divide the class into teams. Assign each team one of the main topics featured on Teaching Aid 83. Have each team write and produce a two to three-minute skit on the assigned topic.

As a FHA/HERO chapter project, have students present their skits for PTA or other community groups. The project could also be a part of a Community Service Project.

2) GUEST SPEAKER

Invite a science teacher or other qualified individual such as the county extension agent in family and consumer sciences to speak to the class on environmental issues related to chemicals used in laundry and dry cleaning products.

KEY QUESTIONS

- What effect do detergents with high phosphate concentrations have on the soil and water supply?
- What is the long-term effect of these chemicals on fibers used in clothing?
- What measures are being taken to protect the environment from damage caused by these chemicals?
- What are some environmentally safe methods for apparel care?

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NOTES

TA 83 ***Protecting the Environment Through Clothing Care and Management***

TAAS SCIENCE

TAAS WRITING

NOTES

FHA/HERO ACTIVITIES

- STAR Events: Skills for Life; Illustrated Talk
- Leaders at Work

RESOURCES

AGENCIES AND ORGANIZATIONS

Environmental Protection Agency

The Soap and Detergent Association

Texas Agricultural Extension Service (Contact your local County Extension Agent - Family and Consumer Sciences)

Personal and Family Development

Knowledge and Skills.

(13) Apparel.

The student utilizes principles of quality clothing construction in meeting clothing needs.

The student is expected to:

(A) demonstrate safety practices when using and caring for tools and equipment;

(B) utilize principles of quality clothing construction in clothing selection, maintenance, repair, and alteration; and

(C) demonstrate planning, organizing, managing, and sequencing skills when illustrating simple clothing repair and alteration techniques.

13A- The student is expected to demonstrate safety practices when using and caring for tools and equipment.

NOTES

1) RESEARCH/DEMONSTRATION

Display a variety of tools and equipment used in clothing maintenance, repair, and alteration including measuring tools, cutting tools, hand sewing tools, pressing equipment, and sewing equipment. Have students use textbooks and other resources to gather information regarding safety practices when using and caring for these types of tools and equipment. Have students make a chart of the safety guidelines for the various tools and equipment. Assign students different tools and equipment and have them demonstrate safe use and care of their assigned item.

2) BRAINSTORMING/DEMONSTRATION

Write on 3x5 index cards the names of tools and equipment that students will use or have access to during the study of principles of quality clothing construction. Be sure to include all of the basic tools and equipment students will use. Divide the class into pairs and appoint each pair to serve as safety specialists for specific tools or a piece of equipment used in the laboratory. Have students read resources or the owner's manuals (if applicable) and work with the tool or equipment item to become skilled in: proper use and care; appropriate placement in the laboratory when in use; and recommendations for storage of the assigned item(s). Instruct student pairs to demonstrate for the class the appropriate use and care of their assigned tools or piece of equipment. Evaluate students' "teaching" on the basis of content and effective communication skills.

KEY QUESTIONS

- What safety precautions should be taken in the use and care of your assigned tool(s) or piece of equipment?
- What accidents can occur from unsafe use of tools and equipment?

3) VIDEOTAPE/VISUAL DISPLAY

Have students view videotapes or other references on safety practices in the clothing laboratory. Discuss with students the advantages and disadvantages of practicing safety when using and caring for tools and equipment.

KEY QUESTION

- What are the consequences of unsafe practices when using and caring for tools and equipment?

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NOTES

RESOURCES

AGENCIES AND ORGANIZATIONS

Bernina of America, Inc.

Dritz Corporation

Elna

Fiskars

Husqvarna/Viking

Janome/New Home

Pfaff

Rowenta

13B- The student is expected to utilize principles of quality clothing construction in clothing selection, maintenance, repair, and alteration.

The teaching and learning for TEKS 13B is embodied with that of TEKS 13C relating to principles of quality clothing construction utilized in apparel maintenance, repair, and alteration. Please refer to the strategies for TEKS 13C for opportunities to blend the instruction for these two essential knowledge and skills.

NOTES

1) GUEST SPEAKER

Invite a sales associate from an apparel store to speak to the class on the principles of quality clothing construction to look for in clothing selection. Have the speaker bring examples of quality clothing construction to illustrate the construction details for students. Have the speaker address the following clothing construction details that consumers should look for when making clothing selections:

- fabric quality
- grain
- quality of seams, darts, hem, lining, and facing construction
- fasteners, buttonholes
- matching fabric designs (e.g., plaids, stripes)
- trims and other embellishments

KEY QUESTIONS

- What are three important construction details consumers should look for when purchasing apparel?
- Does quality construction necessarily mean the garment will be higher priced? Why?

2) DEMONSTRATION

Display garments that are in need of repair or alteration. Have students examine the garments and identify the repairs and alterations that are needed. Demonstrate for students the correct use of tools and equipment in accomplishing repair and alteration techniques such as:

- sewing on buttons, snaps, fasteners
- repairing or replacing zippers
- stitching seams
- hemming
- mending holes and tears
- shortening or lengthening sleeves and hems

NOTES

RESOURCES

BOOKS

Schaeffer, Claire, 1994. *Fabric Sewing Guide*.

Stamper, Anita A., Sharp, Sue H., & Donnell, Linda B., 1991. *Evaluating Apparel Quality* (2nd Ed.).

13C- The student is expected to demonstrate planning, organizing, managing, and sequencing skills when illustrating simple clothing repair and alteration techniques.

NOTES

The teaching and learning for TEKS 13B is embodied with that of TEKS 13C relating to principles of quality clothing construction utilized in apparel maintenance, repair, and alteration. Please refer to the strategies for TEKS 13B for opportunities to blend the instruction for these two essential knowledge and skills.

1) LABORATORY EXPERIENCE/ FHA/HERO

Display several garments that need repair or alteration. For each garment, discuss with students the planning, organizing, managing, and sequencing skills needed for the maintenance, repair, and alteration of the garments.

Have students bring one garment from home to alter or repair. Have each student plan and complete the alteration or repair. Ask students to describe to the class the procedures they used to alter or repair their garment.

As an alternative strategy, provide students with garments from a community clothing closet, family shelter, long-term care facility, or other source that need repairs or alterations. This could also be a service project for FHA/HERO.

2) DEMONSTRATION/LABORATORY EXPERIENCE

Discuss with students various factors (e.g., garment fabric, garment design, construction details, age of the garment) to consider before altering a garment. Have students bring from home one garment they have not worn because some type of alteration needs to be completed. Demonstrate for students simple alteration techniques such as lengthening or shortening a hem, changing decorative trim, replacing buttons, etc. Allow students to complete their own alteration projects.

TA 84 Simple Repairs

TA 85a & 85b Garment Project Assessment for Simple Clothing Repair and Alteration

A similar strategy could be completed to emphasize clothing repairs. Use Teaching Aid 84, ***Simple Repairs***, to discuss common repairs made to garments. Demonstrate for students simple repair techniques such as repairing a snag, mending a seam, patching a hole, and replacing fasteners. Allow students to complete their own repair projects.

Have students use Teaching Aids 85a and 85b, ***Garment Project Assessment for Simple Clothing Repair and Alteration***, to evaluate the alteration and repair projects.

NOTES

3) TEAMWORK/PROJECT/ FHA/HERO

Purchase recyclable items at a thrift store or garage sale. Assign garments to student teams. Provide a variety of notions (e.g., thread, trims, buttons), and have students make the needed repairs or alterations. Donate the garments to a community organization, or display the items for sale and give the funds to the FHA/HERO chapter. Have students take before and after photographs of the items.

RESOURCES

BOOKS

Schaeffer, Claire, 1994. *Fabric Sewing Guide*.

Stamper, Anita A., Sharp, Sue H., & Donnell, Linda B., 1991. *Evaluating Apparel Quality* (2nd Ed).

Personal and Family Development

Knowledge and Skills.

(14) Apparel.

The student determines career options in the apparel industry.

The student is expected to:

(A) identify employment and entrepreneurial opportunities and preparation requirements in apparel careers; and

(B) describe rewards, demands, and future trends in apparel careers.

14A- The student is expected to identify employment and entrepreneurial opportunities and preparation requirements in apparel careers.

TEKS 6A, 6B, 10A, 10B, 14A, 14B, 18A, 18B, 22A, 22B, 26A, and 26B all refer to the career options related to various content specializations. The Instructional Strategies and Teaching Aids that are used in TEKS 6A and 6B are referenced throughout the Personal and Family Development course. Students should keep copies of handouts in a file for future use.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) INDIVIDUAL ACTIVITY/RESEARCH/PROJECT

Have students research job titles and descriptions of apparel careers using available technology such as the following:

- satellite feed (learning channel)
- CD-ROM encyclopedias
- Internet
- *Dictionary of Occupational Titles*
- *Occupational Outlook Handbook*

Provide students with copies of the following Teaching Aids or similar handouts:

TA 32a and 32b, ***Definitions of Employability Terms***
TA 33, ***Guidelines for Writing Resumés***
TA 34, ***Guidelines for Writing Letters of Application***
TA 35, ***Guidelines for Completing Job Applications***
TA 36, ***Sample Job Application***
TA 37, ***Interview Questions***
TA 38, ***Sample Follow-up Letter***
TA 39, ***Guidelines for Terminating Employment***

Have students create a flyer or brochure that describes the employment and entrepreneurial opportunities and preparation requirements in the apparel industry. Have students use computer software programs to produce their flyers or brochures if available. Distribute copies of Teaching Aid 40, ***Employment and Entrepreneurial Opportunities Project,*** to students. Review the requirements for successful completion of the project. Make a visual display of the flyers/brochures available for all students in the class.

BEST COPY AVAILABLE

NOTES

TA 32a & 32b ***Definitions of Employability Terms***

TA 33 ***Guidelines for Writing Resumés***

TA 34 ***Guidelines for Writing Letters of Application***

TA 35 ***Guidelines for Completing Job Applications***

TA 36 ***Sample Job Application***

TA 37 ***Interview Questions***

TA 38 ***Sample Follow-up Letter***

TA 39 ***Guidelines for Terminating Employment***

TA 40 ***Employment and Entrepreneurial Opportunities Project***

TAAS WRITING

NOTES

TA 41 Career Investigation

TAAS WRITING

TAAS READING

2) INDIVIDUAL ACTIVITY/RESEARCH/PROJECT

Have students research a career in the apparel industry that they have an interest in or would like to know more about. Have students complete the assignment on Teaching Aid 41, ***Career Investigation***. Have students use the Internet as a resource and computer software to complete the written components of the project. Have students submit their project in a folder. Have students share information about their researched career with the class.

FHA/HERO ACTIVITIES

- Power of One: Working on Working
- FHA/HERO Career Connection: PLUG IN to Careers; LINK UP to Jobs
- STAR Events: Job Interview; Entrepreneurship
- Leaders at Work
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

WEB SITES

American Association of Family and Consumer Sciences (AAFCS)
www.aafcs.org

International Textile and Apparel Association
www.itaasite.org

BOOKS

Home Economics Curriculum Center, 1997. *Skills for Life*, Unit 6, "Employability Skills."

Home Economics Curriculum Center, 1999. *Implementation Overview Handbook: Texas Essential Knowledge and Skills for Home Economics Education*, Career Concentration: Textiles and Apparel, Examples of Career Opportunities.

14B- The student is expected to describe rewards, demands, and future trends in apparel careers.

NOTES

TEKS 6A, 6B, 10A, 10B, 14A, 14B, 18A, 18B, 22A, 22B, 26A, and 26B all refer to the career options related to various content specializations. The Instructional Strategies and Teaching Aids that are used in TEKS 6A and 6B are referenced throughout the Personal and Family Development course. Students should keep copies of handouts in a file for future use.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) PANEL DISCUSSION/RESEARCH/VIDEOTAPE

TAAS WRITING

Invite community members to be a part of a panel of representatives of various apparel careers. Examples of panel participants include an apparel store owner or manager, a fashion designer, a fashion advertising artist, apparel alteration specialist, apparel sales associate, or dry cleaning professional. Ask the guest panel members to share the rewards, demands, and future trends in careers related to apparel. Have students prepare questions on index cards to be given to the panel.

As an alternative activity, have students view videotapes or gather information using textbooks, library resources, Internet, or selected references on rewards, demands, and future trends in careers related to apparel.

KEY QUESTIONS

- What are rewards of careers in the apparel industry?
- What are demands, duties, and responsibilities of careers in the apparel industry?
- What are predictions for future trends for careers in this field?

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2) INTERVIEW

Have students interview representatives of various careers in apparel about the rewards, demands, and future trends in careers in this field. Students may use the telephone, E-mail, written correspondence, or personal interview methods to secure the information. Have students use Teaching Aid 86, ***Interview Record for Apparel Career Exploration,*** to record their findings. Lead a class discussion on these careers asking student volunteers to share their interview results with the class.

TA 86 Interview Record for Apparel Career Exploration

NOTES

KEY QUESTIONS

- What are similarities and differences in the rewards of careers in the apparel industry?
- What are similarities and differences in the duties and responsibilities of careers in the apparel industry?
- What are unusual duties and responsibilities of career in this field?
- Which apparel careers are available in this community?
- How would you compare the job outlook for the apparel career opportunities available in this community with opportunities available elsewhere?
- What are future trends in careers related to apparel?

FHA/HERO ACTIVITIES

- Power of One: Working on Working
- FHA/HERO Career Connection: All Units
- STAR Events: Job Interview; Entrepreneurship
- Leaders at Work
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

WEB SITES

American Association of Family and Consumer Sciences (AAFCS)
www.aafcs.org

International Textile and Apparel Association
www.itaasite.org

BOOKS

Home Economics Curriculum Center, 1997. *Skills for Life*, Unit 6, "Employability Skills."

Home Economics Curriculum Center, 1999. *Implementation Overview Handbook: Texas Essential Knowledge and Skills for Home Economics Education*, Career Concentration: Textiles and Apparel, Examples of Career Opportunities.

Personal and Family Development

Knowledge and Skills.

(15) Nutrition and food.

The student analyzes basic nutrition needs and results of dietary practices.

The student is expected to:

(A) list classifications, sources, and functions of nutrients;

(B) compare personal diets to various guidelines;

(C) explain the effects of the life cycle, illness, and disease on individual dietary needs;

(D) analyze the problems and characteristics associated with eating disorders;

(E) discuss the effects of dietary practices on wellness and achievement;

(F) apply nutrition principles related to individual and family health decisions;

(G) determine cultural, economic, and societal influences on dietary practices and contemporary meal management; and

(H) analyze nutrition information on food labels.

15A- The student is expected to list classifications, sources, and functions of nutrients.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) CLASS DISCUSSION/WRITTEN EXERCISE

Discuss the definition of the term nutrition with the class. *Nutrition* is how food nourishes the body and the foundation for good health. The study of nutrition involves a study of the nutrients and how they are used by the body. Use Teaching Aids 87a through 87g, ***What Is Nutrition?*** as teacher background information or as a student handout.

TA 87a - 87g ***What Is Nutrition?***

Distribute Teaching Aids 88a and 88b, ***Name the Nutrient***, to students and have them fill in the blanks as you lead a class discussion about the major nutrients provided by food sources in each food group. Use Teaching Aid 89, ***Food Guide Pyramid***, to aid in the discussion. After the discussion on the nutrients, review the answers to the worksheet with the class.

TA 88a & 88b ***Name the Nutrient***

TA 89 ***Food Guide Pyramid***

Name the Nutrient Answer Key

1. Complex carbohydrates
2. Protein
3. Thiamin
4. Iron
5. Vitamin C
6. Vitamin A
7. Carbohydrates
8. Vitamin A
9. Vitamin C
10. Thiamin
11. Water
12. Calcium
13. Potassium
14. Calcium
15. Protein
16. Fat
17. Protein
18. Iron
19. Niacin
20. Fat
21. Fat
22. Carbohydrates

2) LABORATORY EXPERIENCE

Lead a class discussion on the following statements:

- No single food contains all the nutrients needed for growth and health.
- Food is composed of different nutrients needed for growth and health.

Divide the students into lab groups and have them follow the instructions in Teaching Aid 90, ***Laboratory Tests for Selected Nutrients in Foods***. Have the groups perform laboratory tests to prove the presence of the following nutrients in foods:

- fat
- sugar
- protein
- vitamin C

TA 90 ***Laboratory Tests for Selected Nutrients in Foods***

TA 91 ***Record of Laboratory Tests for Selected Nutrients in Foods***

SCIENCE

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NOTES

TA 89 Food Guide Pyramid

Have the students travel to various stations that previously have been set up with supplies and food items as directed in Teaching Aid 90. Upon completion of each test, have each student use Teaching Aid 91, ***Record of Laboratory Tests for Selected Nutrients in Foods,*** to record the findings. Have students use Teaching Aid 89, ***Food Guide Pyramid,*** to determine the food group of each food item.

Teacher Preparation (check with the science department for supplies)
Supplies:
- Benedict's or Fehling's solution
- Biuret's solution
- Indophenol solution

Equipment:
- Unglazed paper or brown shopping bag
- Eye droppers
- Test tubes
- Racks
- Bunsen burner

Suggested food samples to be tested:
- white bread
- potato
- apple
- cheese
- milk
- orange juice
- lemon juice
- ground beef
- egg white

TA 92 Questions on Laboratory Results

TA 89 Food Guide Pyramid

3) REVIEW/WRITTEN EXERCISE

Review information on the nutrients with students emphasizing the following points:
- Nutrients nourish and promote growth , development, and health of the human body.
- No one food contains all of the nutrients necessary for the body to function effectively .
- A nutritionally-balanced diet provides adequate amounts of the six essential nutrients.
- Eating a variety of foods will supply the body with the necessary balance of nutrients and also provide a more interesting and diverse diet.

Distribute copies of Teaching Aid 92, ***Questions on Laboratory Results,*** to students. Have students use findings from the laboratory experience, class notes, and Teaching Aid 89, ***Food Guide Pyramid***, to answer the questions. Review the answers with the class.

FHA/HERO ACTIVITIES

- FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

15B- The student is expected to compare personal diets to various guidelines.

1) PROJECT/CLASS DISCUSSION

Have students analyze their own diets by keeping a food recall chart for three days listing everything they eat and drink. Have students use a dietary analysis computer program, Teaching Aid 93, ***A Pattern for Daily Food Choices***, Teaching Aid 94, ***Recommended Dietary Allowances***, and Teaching Aid 95, ***Dietary Reference Intakes***, to analyze their current dietary practices to determine the nutritional adequacy of their diet. Lead a class discussion on the importance of adequate nutrition during all stages of the life cycle, especially adolescence.

Distribute copies of Teaching Aid 96, ***Nutrition and Your Health: Dietary Guidelines for Americans***, to students. Have students analyze their three-day food recall against the Dietary Guidelines. Discuss with students how all of these guidelines assist individuals in making wise choices and improving their nutritional health.

If computer dietary analysis programs are not available, have students use a food composition table found in the appendices of many nutrition textbooks and other nutrition resources.

KEY QUESTIONS

- How does your dietary analysis compare with the recommendations of the Recommended Dietary Allowances?
- If you are consuming inadequate amounts of some nutrients, what foods should be added to your diet to help you increase your intake of these nutrients?
- What goals should you set to help you improve your eating habits?

2) INDIVIDUAL ACTIVITY

Have students compare sample menus with the recommendations in the USDA Food Guide Pyramid. Distribute copies of Teaching Aids 97a and 97b, ***Nutritional Adequacy of Selected Menus***, to students. Have students analyze the sample menus using Teaching Aid 89, ***Food Guide Pyramid***, and Teaching Aid 93, ***A Pattern for Daily Food Choices***, as resources. Have students share their findings with the class.

KEY QUESTIONS

- Were the recommended number of servings from each of the food groups included in the menu? If not, what needs to be added to the menu?
- Is there a variety of color, texture, and temperature included in the menu? If not, what might you change?

NOTES

TA 93	***A Pattern for Daily Food Choices***
TA 94	***Recommended Dietary Allowances***
TA 95	***Dietary Reference Intakes***
TA 96	***Nutrition and Your Health: Dietary Guidelines for Americans***

SCIENCE

TA 89	***Food Guide Pyramid***
TA 93	***A Pattern for Daily Food Choices***
TA 97a & 97b	***Nutritional Adequacy of Selected Menus***

NOTES

FHA/HERO ACTIVITIES

- Power of One: A Better You
- Student Body
- Additional FHA/HERO activities for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Duyff, R. L., 1998. *The American Dietetic Association's Complete Food and Nutrition Guide*.

WEB SITES

American Dietetic Association
www.eatright.org/

Food and Nutrition Information Center
www.nal.usda.gov/fnic/

Texas Agricultural Extension Service: Extension Food and Human Nutrition
agweb.tamu.edu/ansc/nutr/nutr.htm

15C- The student is expected to explain the effects of the life cycle, illness, and disease on individual dietary needs.

1) CLASS DISCUSSION/GROUP ACTIVITY/VISUAL DISPLAY

Distribute copies of Teaching Aid 98, ***Special Nutrition Requirements Across the Life Span***, to students and discuss the changes in nutritional needs at the different stages. Divide the class into seven small groups and assign each group a different life span stage, excluding the infant stage. Have each group develop a "Wellness Plan for Good Health" for their assigned stage. Have students design a poster of their wellness plan. Have each group present their plan to the class.

NOTES

TA 98 Special Nutrition Requirements Across the Life Span

2) RESEARCH/WRITTEN EXERCISE/ORAL PRESENTATION

Have students research the Internet, textbooks, and library resources to gather information on the relationship of diet, illness, and disease. Assign students a variety of topics to research such as:

- Nutrition and Heart Disease
- Nutrition and Cancer
- Nutrition and Hypertension
- Nutrition and Obesity
- Nutrition and Diabetes
- Nutrition and Osteoporosis

Have students prepare a short written and oral report of their research. Encourage students to prepare visual aids to accompany their oral report. If desired, have students work in groups to prepare reports rather than individually.

TA 99a & 99b A Better You Project Sheet

TAAS READING

TAAS WRITING

KEY QUESTIONS

- What are the effects of excessive intake of fat, sugar, sodium, and caffeine on the health of individuals?
- What lifestyle changes can be made to help change poor dietary habits?
- When do individuals develop dietary habits?
- How do individuals develop dietary habits?
- How might dietary needs be affected by illness or disease?
- What health risks are associated with excessive weight gain?
- What dietary and other health practices help individuals control their weight?

Have students use decision-making skills to improve dietary habits, exercise habits, and management of optimum weight by completing Teaching Aids 99a and 99b, ***A Better You Project Sheet.***

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NOTES

FHA/HERO ACTIVITIES

- Power of One: A Better You
- Student Body
- Additional FHA/HERO activities for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Duyff, R. L., 1998. *The American Dietetic Association's Complete Food and Nutrition Guide.*

Future Homemakers of America, Inc., 1997. *Power of One.*

WEB SITES

American Dietetic Association
www.eatright.org/

Food and Nutrition Information Center
www.nal.usda.gov/fnic/

Texas Agricultural Extension Service: Extension Food and Human Nutrition
agweb.tamu.edu/ansc/nutr/nutr.htm

15D- The student is expected to analyze the problems and characteristics associated with eating disorders.

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have students read information from the Internet, in textbooks, or library resources on eating disorders. Distribute copies of Teaching Aid 100, ***Eating Disorders***, to students and have them read and study it individually. Use the following questions to lead a class discussion on eating disorders.

Note to the teacher: Be aware of the sensitive nature of this subject for some students.

KEY QUESTIONS

- What is the major cause of eating disorders?
- When did these disorders begin to appear?
- Are men and women both affected by these disorders?
- What is the difference between anorexia nervosa and bulimia nervosa?
- Can a person have a combination of both eating disorders?
- How dangerous are eating disorders?
- What are the symptoms of anorexia nervosa?
- What are the symptoms of bulimia nervosa?
- What are the damaging effects of these eating disorders?
- What is the treatment for these eating disorders?

NOTES

TA 100 Eating Disorders

2) WRITTEN EXERCISE

TAAS WRITING

Have students select from one of the following writing assignments:

- Write a story about a teen with an eating disorder.
- Report on a television or movie star who has an eating disorder.
- Write an article for a teen column in a newspaper or a teen magazine on the topic of eating disorders.

Note to the teacher: A selected story may be sent to the school newspaper.

NOTES

FHA/HERO ACTIVITIES

- STAR Event: Illustrated Talk on Eating Disorders
- Power of One: A Better You
- Student Body
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

ORGANIZATION
National Association of Anorexia Nervosa and Associated Disorders

WEB SITES
National Health Information Center
nhic-nt.health.org

National Institutes of Health
www.nih.gov

Wellness Web
wellweb.com/

15E- The student is expected to discuss the effects of dietary practices on wellness and achievement.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) CLASS DISCUSSION/SKIT

Lead a class discussion on the relationship between nutrition and the prevention and treatment of health problems, especially those related to hypertension and heart disease. Define these terms for students:

- *cardiovascular disease* - a term used to describe all the diseases of the heart and blood vessels. Most deaths resulting from heart disease can be attributed to *atherosclerosis*, or hardening of the arteries.
- *plaque* - an accumulation of lipid matter or fats on the inner walls of the arteries.
- *cholesterol* - a fat-like substance found in foods of animal origin.

TA 101a & 101b Polly and the Peddlers

Have five student volunteers perform the skit from Teaching Aids 101a and 101b, ***Polly and the Peddlers***. Other students may respond to the characters with a boo, hiss, yea, or any other melodramatic cues.

KEY QUESTIONS

- What is the importance of preventive nutrition?
- Why is Polly so concerned about eating foods that contain large amounts of salt?
- What is the relationship between eating a high-fat diet and cardiovascular disease?
- What do you interpret as the main problem of eating foods like candy bars, jelly beans, and bubble gum after hearing Polly's response to Jess' suggestions for snacks?
- What is the effect of dietary practices on wellness and achievement?

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2) CLASS DISCUSSION/INTERVIEW/WRITTEN EXERCISE

Distribute copies of Teaching Aid 102, ***Food for Thought***, to students as a student information sheet. Lead a class discussion on the effects of dietary practices on wellness and achievement. Have students interview an older person such as a grandparent, family friend, or neighbor to gather responses on the effect of eating habits on wellness and achievement. Have students ask the older person what changes (if any) they would make in their eating habits if they could go back to adolescence. Have students use computer software programs to write a one page report of the interview and a summary of what they have learned about the effects of dietary practices on wellness and achievement.

TA 102 Food for Thought

TAAS WRITING

NOTES

TA 103 ***The Story of Mary and Jenny***

TA 89 ***Food Guide Pyramid***

3) CASE STUDY/CLASS DISCUSSION

Have students analyze the relationship between nutrition, health, and wellness by reading the case study in Teaching Aid 103, ***The Story of Mary and Jenny***. Have students compare the sister's food selections for a day with the food groups and number of servings recommended in Teaching Aid 89, ***Food Guide Pyramid***. Lead a class discussion having students draw conclusions as to why Mary and Jenny are sick.

KEY QUESTIONS

- What changes need to be made in the diets and lifestyles of the two sisters?
- How does nutrition affect students' attendance at school?
- How does nutrition affect students' academic and athletic performance as well as how they get along with others?

FHA/HERO ACTIVITIES

- Power of One: A Better You
- Student Body
- Additional FHA/HERO activities for this TEKS are included in the **Blended Activities** section.

RESOURCES

15F- The student is expected to apply nutrition principles related to individual and family health decisions.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) CLASS DISCUSSION/INDIVIDUAL & GROUP ACTIVITIES

Display Teaching Aid 104, ***It's All About Breakfast!*** on the overhead projector and lead a class discussion on the importance of eating breakfast for individuals and families.

Distribute Teaching Aid 105, ***Breakfast Menus***, to students. Have available Teaching Aid 89, ***Food Guide Pyramid***, and Teaching Aid 93, ***A Pattern for Daily Food Choices***, as student resources. Have students analyze each of the menus on the worksheet identifying the food groups and improvements needed.

Divide the class into pairs or triads. Have each group plan three different breakfast menus for a family with teenagers and younger children. Hang a large sheet of butcher paper in the classroom. Have each group write their menus on the butcher paper, and then have the class members analyze their menus according to the recommendations for a healthy breakfast.

KEY QUESTIONS

- How do your breakfast menus meet nutritional requirements?
- How do these menus compare with the breakfast you typically eat?
- What foods could be added to your breakfast to increase your nutrient intake?
- What are the long-term effects on nutritional health of individuals who consistently skip breakfast and other meals?
- Why is a nutritious breakfast considered an important family health decision?
- What steps can individuals and families take to make eating a nutritious breakfast part of their daily routine?

NOTES

TA 104 It's All About Breakfast!

TA 105 Breakfast Menus

TA 89 Food Guide Pyramid

TA 93 A Pattern for Daily Food Choices

2) TEAMWORK/SYMPOSIUM

Plan a symposium on "Nutrition and Health." A symposium is a technique in which several students research a particular topic and present the information to the class; the class members then dialogue with the presenters through questioning following the presentation.

Divide the class into five teams; assign each team one of the following topics related to nutrition and health:

- Weight Control
- The Diet and Cancer Connection

TAAS READING

TAAS WRITING

NOTES

- Heart-healthy Eating
- Nutrition and Exercise: Prescription for Health and Fitness
- Snack Attack: It Can Be Nutritious!

Have each team use the Internet, classroom and library resources to research various aspects of their topic. Have each team prepare the information on their topic to present to the class, using visual aids as appropriate (e.g., computer presentation techniques, overhead projector, videotapes, posters, flash cards). As part of the presentation, students should explain how nutrition principles can be applied in every person's daily life. Following each presentation, encourage class members to ask questions of the presenters. Follow-up with a discussion of how daily application of nutrition principles impacts individual and family health decisions.

FHA/HERO ACTIVITIES

- Power of One: A Better You
- Student Body
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Duyff, R. L., 1998. *The American Dietetic Association's Complete Food and Nutrition Guide*.

ORGANIZATION

American Council on Exercise, Consumer Fitness Hot Line
(800) 529-8227

WEB SITES

American Cancer Society
www.cancer.org
American Dietetic Association Web site:
www.eatright.org
American Heart Association
www.amhrt.org
Food and Nutrition Information Center
www.nal.usda.gov/fnic/
National Institutes of Health
www.nih.gov
Texas Agricultural Extension Service: Extension Food and Human Nutrition
agweb.tamu.edu/ansc/nutr/nutr.htm

15G- The student is expected to determine cultural, economic, and societal influences on dietary practices and contemporary meal management.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) CLASS DISCUSSION/RESEARCH/WRITTEN EXERCISE

SOCIAL STUDIES

Lead a class discussion about the relationship of culture to dietary practices emphasizing the following:

- *Culture* is the beliefs, ideas, customs, and habits accepted by a group of individuals.
- The population of the United States is made up of many ethnic and cultural groups. The food habits of Americans are as diverse as the population.
- Each ethnic and cultural group has its own food habits and cultural food items.
- Food habits are influenced by every individual's cultural background.
- The influence of cultural food habits on an individual's daily food practices varies from person to person.

TAAS READING

TAAS WRITING

Have students select a cultural or ethnic group (their own or any they choose) and write a composition describing the cultural influences on dietary practices. Have students use a variety of resources, including family members, for information. The composition should include:

- culturally-based food habits
- traditional foods
- foods selected for special occasions

KEY QUESTIONS

- How are cultural food habits affected by where people live?
- How does regional agriculture and the economy influence food habits?
- How does "contemporary America" influence food habits?
- How do cultural food habits, family traditions, and family meal patterns affect family meal management?

Have student volunteers share their compositions with the class.

2) CLASS DISCUSSION/SURVEY/WRITTEN EXERCISE

Lead a class discussion on societal and economic influences on dietary practices. Have students brainstorm and list fast food and convenience food items available to consumers.

NOTES

KEY QUESTIONS
- What are convenience foods?
- What are sources of convenience food items?
- How do convenience foods play a role in meal management for individuals managing multiple roles?

TA 106 Availability of Nutritious Convenience Food Items

Discuss with students the factors that have promoted the development and sales of these items (e.g., convenience, time-savers, price, etc.). Distribute copies of Teaching Aid 106, ***Availability of Nutritious Convenience Food Items,*** to students, and have them complete the survey. In the column on the right, have students list nutritious alternatives to food items lacking in nutritional value. Have students share their survey results with the class.

As part of the discussion, be sure that convenience food items are not portrayed as negative; rather that nutritious convenience foods can play an important role in meal management for many individuals and families. The emphasis should be on how nutritious convenience foods can effectively be used in contemporary meal management and contribute to healthy dietary practices.

TA 107a-b Outline for a Persuasive Letter

TAAS WRITING

Have students write a letter to the principal or school board recommending that more nutritious food selections be offered in all school vending machines. Have students take the position that young people need nutritious foods for growth and to maintain good health. Have students use Teaching Aids 107a and 107b, ***Outline for a Persuasive Letter,*** as a guide for the writing assignment and computer software programs to write their letters.

FHA/HERO ACTIVITIES

- Families First: Families Today
- Power of One: A Better You; Family Ties
- Student Body
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

RESEARCH IN PROGRESS
"Food Service Practices by Various Ethnic Groups in Texas,"
Janelle M. Walter, PhD, Family and Consumer Sciences
Baylor University
Waco, TX 76798

15H- The student is expected to analyze nutrition information on food labels.

1) CLASS DISCUSSION/LABORATORY EXPERIENCE

Lead a class discussion on food labeling using Teaching Aids 108a and 108b, ***The New Food Label***; Teaching Aid 109, ***Food Label Claims***; Teaching Aid 110, ***Food Label***; and Teaching Aid 111, ***Components of a Food Label***, as transparency masters and student handouts.

NOTES

TA 108a & 108b The New Food Label

TA 109 Food Label Claims

TA 110 Food Label

TA 111 Components of a Food Label

Provide a variety of cereal box labels for student use. Have students record information about whole-grains, enrichment, fortification, nutrients, and sugars that are found on the food label. Lead a class discussion comparing the nutritive value of the different cereals.

Prepare quick-cooking oatmeal, regular oatmeal, and instant oatmeal using a microwave oven or a hot plate. Sugar, margarine, milk, cinnamon, raisins, or nuts may be added. Have students taste all three kinds of oatmeal to compare flavor and texture. Have students use the oatmeal box labels to compare the cost and nutritive value of each type of oatmeal.

KEY QUESTIONS
- Are the three types of oatmeal comparable in taste?
- How do they compare in sugar content?
- How do they compare in nutritive value?
- How do they compare in cost?
- Which cereal would you choose after analyzing the labels and based on taste and cost per serving?

2) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have students use the handouts from #1 above as resources. Have students bring a food label from home. Have students use Teaching Aid 112, ***Informative Food Labels***, to record answers to the questions about the information found on their food label. (You may choose to assign different types of food items to have a variety of labels represented.) Lead a summary discussion asking student volunteers to share their food label information.

TA 112 Informative Food Labels

KEY QUESTIONS
- Why is it important to read food labels?
- What is the most valuable information to you as a consumer? (It varies from person to person)
- Why are more Americans reading food labels now than ever before?
- How could the food labels be improved?

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NOTES

RESOURCES

AGENCY

Food and Drug Adminstration

www.fda.gov

130

Personal and Family Development

Knowledge and Skills.

(16) Nutrition and food.

The student demonstrates table service and proper etiquette.

The student is expected to:

(A) arrange table settings for a variety of occasions;

(B) demonstrate table manners and etiquette appropriate for a variety of occasions;

(C) explain the roles of family mealtime in promoting family strength and the welfare of family members; and

(D) predict the influence of etiquette in the development of self-esteem and employability skills.

16A- The student is expected to arrange table settings for a variety of occasions.

NOTES

1) BRAINSTORMING/GROUP ACTIVITY

Lead students in brainstorming types of table settings they have observed in restaurants, banquet facilities, homes, etc. Distribute copies of magazines that have illustrations of various types of table settings. Have students work individually or in pairs to find illustrations of table settings for a variety of occasions. Have students describe the menus associated with each type of table setting.

KEY QUESTIONS

- What types of food and methods of food preparation are available at these locations?
- What type of table service is available?
- What types of table settings were used?
- What are restaurant themes?
- How are table settings related to the theme of the meal?

Divide students into small groups. Have each group use paper and art supplies, such as paper or plastic plates and flatware, napkins, markers, crayons, scissors, etc. to create a table setting for a specific occasion. Assign each group a different occasion so that a variety of table settings are created. Have each group explain their table setting with the class.

2) DEMONSTRATION/GROUP ACTIVITY

Use a variety of dinnerware, flatware, glassware, table linens, accessory items, table decorations, and centerpieces to demonstrate the correct placement of table appointments. Have students work in small groups to practice correct place settings for specific menus for breakfast, lunch, dinner, and special occasions.

KEY QUESTIONS

- What are the basic principles of table settings?
- Why would it be important to understand and follow basic table setting rules?
- What is the relationship of the table setting to the type of food being served?
- What message is conveyed through correct table settings for family meals?
- What message is conveyed through correct table settings for special occasions celebrated at home?
- What message is conveyed through correct table settings for meals in food service establishments?

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NOTES

Have small groups plan a formal or informal function for a special occasion. Have them include invitations, menus, table settings, and decorations. Have each group share their plan with the class.

RESOURCES

193

16B- The student is expected to demonstrate table manners and etiquette appropriate for a variety of occasions.

1) INDIVIDUAL ACTIVITY/DEMONSTRATION

Have students read selected references on table manners and etiquette appropriate for a variety of occasions. Divide the students into pairs. Have students demonstrate various informal mealtime settings such as a cafeteria, fast food restaurant, at work in the "break room," family style or plate service at home, casual buffet and get-together with friends, etc. After the demonstrations, have students identify the table manners and etiquette demonstrated in each of the informal settings.

KEY QUESTIONS

- Why are table manners and etiquette important in all situations, even informal ones?
- What table manners and etiquette are appropriate and should be observed in all situations?

2) ROLE PLAY

Have students role play the mealtime situations in Teaching Aid 113, ***Table Manners and Etiquette Role Play***. After the presentations, have students evaluate the problems of etiquette and table manners which may have contributed to an uncomfortable mealtime situation. Have students suggest ways to improve each situation and have the players present a series of instant replays depicting the improvements.

3) GUEST SPEAKER/DEMONSTRATION

Invite a guest speaker to explain appropriate table manners and etiquette for formal occasions. If someone in the community is not available, prepare a presentation and demonstration for students. Information presented should include:

- when to be seated
- where to be seated
- use of the napkin
- use of flatware, dinnerware, glassware
- serving of the food
- table conversation
- concluding the meal
- role of the host and hostess

Set up a display of formal place settings and allow students to acquaint themselves with the different table appointments. Have student volunteers simulate a formal dinner situation for the class.

NOTES

TA 113 Table Manners and Etiquette Role Play

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NOTES

KEY QUESTIONS

- What are examples of formal occasions where formal dining is likely to occur?
- Why is it important to feel comfortable and confident with table manners and etiquette for formal occasions?

FHA/HERO ACTIVITY

- Chapter Activity: Have students prepare a program for elementary students on table manners and etiquette.

RESOURCES

BOOKS

Post, Peggy, 1997. *Emily Post's Etiquette.* (16th Ed.)

Tuckerman, Nancy, et al, 1995. *Amy Vanderbilt's Complete Book of Etiquette.*

16C- The student is expected to explain the role of family mealtime in promoting family strength and the welfare of family members.

NOTES

1) CLASS DISCUSSION/ROLE PLAY

Lead a class discussion on the importance of family mealtime in promoting family strength and the welfare of family members. Plan a classroom simulation of a family dinner, dividing the class into family groups. Assign the students roles to play, such as the mother, father, teenager, younger sibling, etc. Have students change roles and practice the simulation again. Have students serve light refreshments to help create a family mealtime atmosphere.

KEY QUESTIONS

- Why is shared family mealtime important to communication in a family?
- What is different about mealtime than other family gatherings?
- Why is it more difficult for today's families to be together at mealtime than in previous decades?
- What societal and economic factors often keep family members from sharing mealtime?
- How can families provide more opportunities to enhance the quality of mealtime?

2) VISUAL DISPLAY

Divide the class into triads. Have each group create a poster or collage depicting the role of family mealtime in promoting family strength and the welfare of family members. Have students use pictures from magazines, draw illustrations, or develop slogans. Have groups share their posters and display them in the classroom.

3) GROUP ACTIVITY/CASE STUDIES

Divide the class into small groups. Have students use Teaching Aid 114, ***Family Mealtime Case Studies***, to identify the problems that exist and how the role of mealtime could be emphasized to promote family strength and the welfare of family members. Have each group share their solutions with the class. Have each group then write a case study about conflicts in arranging family mealtimes and exchange case studies with another group. Have students work to arrive at solutions for the families in the case studies.

TA 114 Family Mealtime Case Studies

NOTES

FHA/HERO ACTIVITIES

- Families First: Families Today; You-Me-Us; Balancing Family and Career
- Power of One: Family Ties

RESOURCES

16D- The student is expected to predict the influence of etiquette in the development of self-esteem and employability skills.

NOTES

1) INTERVIEW

Have students interview an adult about their career and the influence of etiquette in the business environment and in the development of self-esteem and employability skills. If the students do not know anyone to interview, have them interview a principal, counselor, business education teacher, or other school official. Have the students work as a class to develop a list of interview questions such as:

- What is your career?
- What rules of etiquette do you consider important for success in your career?
- What advice would you offer young people today on the relationship of etiquette, self-esteem, and employability skills?
- What is the relationship of self-esteem and career success?

Have students share their interview results with the class.

2) SKIT/PROJECT

Divide the class into small groups. Have each group write a skit about a business lunch or dinner. Give each group a cue card which indicates whether their skit should reflect characters who know how to follow rules of etiquette or those who do not. Have students perform their skits for the class. After all skits have been performed, have the students compare and contrast the use of appropriate etiquette in the different situations.

Have students develop a list of etiquette practices that foster self-esteem and career success. Have students use this information to develop a brochure on "Etiquette and the World of Work" using computer software to produce the brochure.

3) WRITTEN EXERCISE

Have students write an essay predicting the influence of etiquette in development of self-esteem and employability skills in their future adult roles. Have students use computer software programs to write their essays.

TAAS WRITING

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NOTES

FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: ACCESS SKILLS for Career Success
- Power of One: A Better You; Working on Working

RESOURCES

Personal and Family Development

Knowledge and Skills.

(17) Nutrition and food.

The student demonstrates basic meal management techniques.

The student is expected to:

(A) identify the impact of technology on meal management;

(B) demonstrate basic principles of sanitation and safety relating to meal management;

(C) apply management techniques when planning and preparing simple meals and recipes;

(D) analyze cost effective meal management practices;

(E) describe types and safe use of equipment, tools, and utensils; and

(F) demonstrate basic food preparation techniques to achieve quality standards and preserve nutritive value.

17A- The student is expected to identify the impact of technology on meal management.

1) BRAINSTORMING/ORAL PRESENTATION

Lead students to brainstorm the many ways technology has impacted meal management. Record their ideas on the board or on a transparency.

KEY QUESTIONS

- How has technology increased the consumer's awareness of nutrition and streamlined meal management?
- What are technological innovations that have impacted meal management?
- How has scientific research in the area of food technology affected meal management?
- How have mass communication media such as television, the Internet, radio, magazines, and newspapers increased awareness of nutrition and meal management?
- How does mass media advertising influence consumer food purchases?

Divide the class into small groups. Have each group develop a short television commercial for a technological innovation that impacts meal management for today's families. Provide students with art and craft supplies so they can create props for their commercials. Videotape the students as they perform the commercials for the class. Play the videotape for the class and have students evaluate the commercials by answering the following key questions.

KEY QUESTIONS

- How does the commercial communicate the important information to the consumer?
- How does the commercial introduce the new product?
- How does the commercial get your attention?
- How does the commercial appeal to your curiosity about a new product?
- How does the commercial appeal to your desire to belong?
- How does the commercial influence you to buy the product?
- How does the commercial impact meal management?

2) EDUCATIONAL TOUR/RESEARCH

Take students on an educational tour to the supermarket to note food products that have significantly affected food preparation and meal management and are a result of new technology. Examples include:

- packaged, ready-to-eat salad mix

NOTES

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- packaged, ready-to eat vegetables such as baby carrots, celery, broccoli. cauliflower, cabbage
- packaged mini-meals with meat, cheese, crackers, beverage, dessert
- ready-to-cook entrees, etc.

Have the store manager discuss with students the change in grocery products and consumer demand over the last decade.

As an alternative to the tour, have students research references such as the Internet, textbooks, and classroom and library resources to gather information on the impact of technology on meal management. Have students write a summary of their research and report their findings to the class.

KEY QUESTIONS

- How has technology impacted the way consumers buy and prepare food?
- How has the cost of food items been impacted by new technology?
- What predictions can you make regarding the impact of technology on meal management in the next ten years?

RESOURCES

AGENCY
Office of Biotechnology, Food and Drug Administration

WEB SITE
Functional Foods for Health
University of Illinois at Urbana-Champaign, Chicago
www.ag.uiuc.edu/~ffh/ffh.html

17B- The student is expected to demonstrate basic principles of sanitation and safety relating to meal management.

Laboratory experiences are an essential component of instruction for TEKS 16 and 17 which require "demonstration" of knowledge and skills. Students need to learn concepts related to laboratory planning, safety, sanitation, management, and assessment prior to their first laboratory experience. Therefore, it is important to prioritize learning activities related to these basic concepts before those that involve preparation of meals. Information on planning, conducting, and evaluating laboratory experiences is found on Teaching Aids 115-118.

NOTES

TA 115a & 115b Tips for Teachers: Nutrition and Food Laboratory Experiences in Personal and Family Development
TA 116 Laboratory Duties
TA 117 Laboratory Plan of Work
TA 118 Laboratory Assessment

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) CLASS DISCUSSION/RESEARCH/PROJECT

Distribute copies of Teaching Aids 119a and 199b, ***Food Safety***, to students to read. Lead a class discussion about the basic principles of sanitation and food safety related to food preparation and meal management. Emphasize that consumers need to be informed about food safety practices because many people in the United States suffer from food-borne illnesses each year.

Have students use library resources and the Internet to locate information on food safety and sanitation practices that prevent food-borne illness. Have students use computer software programs to create flyers to educate consumers on food safety issues.

TA 119a & 119b Food Safety

TAAS READING
TAAS WRITING
SCIENCE

KEY QUESTIONS

- What is the difference between food-borne infection and food-borne intoxication?
- How can food-borne illness be prevented?
- What is the definition of contamination?
- How can contamination be reduced?
- What are food safety guidelines?

2) LABORATORY EXPERIENCE

Distribute copies of Teaching Aid 120, ***Rules for Personal Hygiene and Sanitation in the Food Laboratory***, and Teaching Aid 121, ***Rules for Cleanliness in Food Preparation Areas***, to students. Have students read both handouts and then lead a comprehensive review and discussion

TA 120 Rules for Personal Hygiene and Sanitation in the Food Laboratory

NOTES

TA 121 Rules for Cleanliness in Food Preparation Areas

of each of the points regarding safety, sanitation, and hygiene in the food laboratory.

Lead a class discussion about the application of these principles when buying, storing, and preparing food. Divide the students into laboratory groups to plan, prepare, and serve a nutritious food focusing on food safety and sanitation guidelines. Have students evaluate their experience.

FHA/HERO ACTIVITIES

- FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

American Association of Family and Consumer Sciences, 1993. *Handbook of Food Preparation* (9th Ed.).

National FFA Foundation, *Food Science, Safety, and Nutrition: Curriculum Guide.*

WEB SITES

Texas Agricultural Extension Service: Extension Food and Human Nutrition
agweb.tamu.edu/ansc/nutr/nutr.htm

USDA Food and Nutrition Information Center
www.nal.usda.gov/fnic

17C- The student is expected to apply management techniques when planning and preparing simple meals and recipes.

NOTES

TAAS READING

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have students read textbooks, classroom and library resources on meal management techniques. Give each student a 4x6 index card on which to write effective strategies for meal management gleaned from their reading. As students share their information, have a student volunteer record the information on the board or a transparency. Lead a class discussion on meal management arriving at a class list of effective meal management techniques and strategies related to:

- planning
- preparing
- serving
- storage and cleanup

KEY QUESTIONS

- What factors should be considered in meal planning?
- What role does organization play in meal management?
- How are time, knowledge and skills, tools, equipment, and menus related to management of food preparation tasks?
- Is it important to read a recipe in advance of preparation? Why?
- What management techniques facilitate serving the meal?
- What management techniques facilitate cleanup?

2) DEMONSTRATION/WRITTEN EXERCISE/LABORATORY EXPERIENCE

TA 122a & 122b ***Standards of Measurement***

An important skill needed for successful food preparation is knowledge of measurements, measuring equipment, and equivalents. Accurate measuring of ingredients is a major factor in the success or failure of a recipe. Have students examine dry and liquid measuring cups and measuring spoons. Show the various sizes and types of measuring equipment and ask students to identify each by name and by size. Demonstrate appropriate techniques for measuring dry ingredients such as flour and liquid ingredients.

Distribute Teaching Aid 122a, ***Standards of Measurement***, to students. Point out that many recipes use the abbreviations found at the top of the page and the importance of remembering them. Have students complete the exercise, using available resources such as equivalent charts in textbooks. Review the answers with the class (Teaching Aid 122b) and have students keep the worksheets in their folders as a reference.

Divide students into laboratory groups. Have each student practice measuring dry ingredients using the appropriate equipment. (Flour, salt, water, sugar, brown sugar, baking soda, etc. all work well for this exercise.)

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NOTES

TA 116 Laboratory Duties

TA 117 Laboratory Plan of Work

TA 118 Laboratory Assessment

TA 89 Food Guide Pyramid

3) LABORATORY EXPERIENCE

Have students plan, prepare, and serve a fruit cup and muffin breakfast meal using appropriate meal management techniques and strategies. Have each lab group include plans for food preparation, presentation, table service, and clean up.

Demonstrate and discuss with students procedures for accurate measurement and mixing techniques in making quick breads. In addition, demonstrate preparation techniques for fresh fruit. Have students use Teaching Aid 116, ***Laboratory Duties***; Teaching Aid 117, ***Laboratory Plan of Work***; and Teaching Aid 118, ***Laboratory Assessment***; to guide the planning, preparation, and evaluation of the meal. Students should use Teaching Aid 89, ***Food Guide Pyramid***, to aid them in planning a balanced breakfast meal. Have students demonstrate cooperation and team work as they prepare and serve the breakfast meal.

RESOURCES

BOOK

American Association of Family and Consumer Sciences, 1993. *Handbook of Food Preparation* (9th Ed.).

WEB SITE

Aunt Edna's Kitchen
www.cei.net/~terry/auntedna/

17D- The student is expected to analyze cost effective meal management practices.

1) CLASS DISCUSSION/GROUP ACTIVITY

Display Teaching Aid 123, ***Cost Effective Meal Management Practices,*** on the overhead projector. Lead a class discussion on the importance of knowing how to efficiently use the food dollar in meal management. Have students brainstorm and add additional cost effective meal management practices to the list. Bring examples of grocery advertisements to class. Divide the students into triads and have each group use the ads to plan a week's menu and market order for the individuals below:

- Mrs. Giovani, age 89, lives alone
  Food budget: $25.00 per week
- Mr. & Mrs. Smith, three children, ages, 3, 5, and 8
  Food budget: $85.00 per week
- Mrs. Nguyen, single parent, two children, ages 15 and 17
  Food budget: $70.00 per week

After all groups have completed the assignment, lead a class discussion examining the market order cost, nutritional value, preparation involved, and appeal of each menu.

NOTES

TA 123 Cost Effective Meal Management Practices

2) CLASS DISCUSSION/INDIVIDUAL ACTIVITY

Lead a class discussion using Teaching Aid 96, ***Nutrition and Your Health: Dietary Guidelines for Americans,*** as a review of guidelines for promoting health through good nutrition. Point out the following facts:

- Fast food meals often do not include a variety of foods. They are often deficient when it comes to fruits, vegetables, whole grains, and low-fat dairy products.
- Fast food meals are usually high in fat. The typical fast food meal may derive as much as 55 percent of its total calories from fat. These foods are often high in saturated fat and cholesterol.
- Soft drinks and shakes contain high amounts of sugar. It is recommended that other beverage choices such as low-fat milk or juice replace the high-sugar options.
- Salt (sodium) is used liberally at a fast food restaurant. Food items such as french fries, onion rings, catsup, salad dressings, and some sandwiches usually contain high amounts of salt.
- Even though fast food is often the least expensive of restaurant choices, it is still more expensive than the foods sold in the school cafeteria.
- Foods provided through the school lunch and breakfast programs are nutritionally-balanced and cost effective.

Distribute copies of Teaching Aid 124, ***The Cost of a Good Meal,*** to students and have them recall and record average prices for the food

TA 96 Nutrition and Your Health: Dietary Guidelines for Americans

TA 124 The Cost of a Good Meal

TAAS MATH

NOTES

items sold at fast food restaurants. Using a menu from the school cafeteria, have students list the food items and costs. Have students calculate the cost of the meals in relation to one another, and rank the meals in order from lowest price to highest price. Have the students use Teaching Aid 96, ***Nutrition and Your Health: Dietary Guidelines for Americans***, as a resource to aid them in answering the questions at the bottom of the worksheet.

FHA/HERO ACTIVITIES

- Financial Fitness: Consumer Clout
- Families First: Balancing Family and Career

RESOURCES

BOOK

Fast Food Facts published by the Minnesota Attorney General's office. Free by E-mail: consumer.ag@state.mn.us

PUBLICATION

Future Homemakers of America, Inc., 1993. *Financial Fitness.*

WEB SITE

Fast Food Facts
www.olen.com/food/

17E- The student is expected to describe types and safe use of equipment, tools, and utensils.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) CLASS DISCUSSION

Distribute copies of Teaching Aid 125, ***Prevention of Accidents and Injuries***, to students. Review each statement together as a class and discuss with students the importance of all safety procedures in the food laboratory. If desired, have students sign an agreement that they have read and agree to abide by all safety and sanitation procedures when working in the food laboratory.

TA 125 Prevention of Accidents and Injuries

2) DEMONSTRATION/GROUP ACTIVITY

Display a variety of tools and equipment used in food preparation such as those listed on Teaching Aid 126, ***Basic Kitchen Utensils.*** Divide the class into small groups giving each group several of the utensils to identify. Have students use textbooks and other resources to identify each of the utensils and describe its use in food preparation, care, cleaning procedures, and safety precautions. As an example, show the students each of the knives and describe its use in food preparation tasks. (This is also a safety issue.) Have students teach the class about the utensils and their uses that were assigned to their group.

TA 126 Basic Kitchen Utensils

KEY QUESTIONS

- What is the purpose of each utensil?
- Which utensils are microwave safe?
- Why is it important to use good quality, sharp knives in food preparation?
- How do liquid measuring cups and dry measuring cups differ?

3) CLASS DISCUSSION/DEMONSTRATION

Display or show illustrations of a variety of kitchen appliances used in food preparation such as:

- oven and stovetop, or range
- refrigerator/freezer
- electric skillet
- blender
- food processor
- electric mixer
- electric knife

NOTES

- electric can opener
- microwave oven
- waffle iron
- electric griddle
- bread machine

Explain the purpose and instructions for use of each piece of equipment, including safety precautions, care, and cleaning procedures. Demonstrate the use of one of the pieces of equipment that performs tasks previously done by hand, such as chopping onion in the food processor or making bread crumbs in the blender. Discuss with students how food preparation tasks have been impacted by technology.

KEY QUESTIONS

- What safety precautions should be taken in the use and care of food preparation tools and equipment?
- How are small appliances energy efficient?
- What accidents can result from unsafe use of food preparation tools and equipment?
- What factors should be considered when deciding on the purchase of small appliances? (e.g., need, frequency of use, available storage, affordability)

TA 116 Laboratory Duties

TA 117 Laboratory Plan of Work

TA 118 Laboratory Assessment

4) LABORATORY EXPERIENCE

Have students plan a laboratory experience that involves using a variety of small kitchen appliances. Have students compare and contrast the time and energy saved by using the electrical appliances. Have students use Teaching Aids 116-118 in planning, conducting, and evaluating the laboratory experience.

KEY QUESTION

- How does efficient use of kitchen tools and equipment facilitate meal management?

FHA/HERO ACTIVITIES

- FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

17F- The student is expected to demonstrate basic food preparation techniques to achieve quality standards and preserve nutritive value.

1) GROUP ACTIVITY/GAME

Distribute copies of Teaching Aid 127, ***Food Preparation Terms***, to students. Divide the students into small groups. Assign each group a set of terms to research and define using textbooks and classroom resources. Have students write each term on one side of a 3x5 index card and the definition on the reverse side. Use the terms as the subject matter for a game of "Jeopardy" to help students learn the terms and their definitions. See Teaching Aid 128, ***"Jeopardy" Game Instructions,*** for detailed instructions for the game.

NOTES

TA 127 Food Preparation Terms

TA 128 "Jeopardy" Game Instructions

2) CLASS DISCUSSION/LABORATORY EXPERIENCE

Display Teaching Aid 129, ***Preserving Nutrients in Food***, on the overhead projector. Lead a class discussion on the importance of preserving nutrients in food preparation. Display Teaching Aid 130, ***Microwave Cooking***, on the overhead projector and discuss with students the effectiveness of microwave cookery in achieving quality standards and nutrient retention in food preparation.

Divide the students into five laboratory groups. Have each group demonstrate one of the following methods of preparing frozen broccoli:

Group 1: Prepare the frozen broccoli in the microwave oven in the manufacturer's box by cutting an X in the top of the box and following manufacturer's instructions.

Group 2: Prepare the frozen broccoli in the microwave oven in the manufacturer's plastic bag and following manufacturer's instructions.

Group 3: Prepare the frozen broccoli in a microwave safe bowl in the microwave oven and following manufacturer's instructions.

Group 4: Cook the broccoli on the top burner of the range in a pan with water, using a lid on the pan and following manufacturer's instructions for cook time.

Group 5: Cook the broccoli on the top burner of the range in a pan with water, uncovered for the first five minutes and following manufacturer's instructions for cook time.

Select several student taste-testers to sample the broccoli and describe the flavor, color, and texture of the products to the class. Have students draw conclusions comparing the various methods of cookery and the quality of the products.

KEY QUESTIONS

- Which products retained color?
- Which products have a firm but tender texture?
- Which products have the most pleasing flavor?
- Which methods had the shortest cooking time?

TA 129 Preserving Nutrients in Food

TA 130 Microwave Cooking

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NOTES

KEY QUESTIONS - CONTINUED
- Which methods required the least amount of cleanup?
- Which methods most likely retained the most nutrients?

TAAS WRITING

Have students write a summary of the impact of microwave technology on meal management.

3) LABORATORY EXPERIENCES

As instructional time allows, plan for students to have a variety of laboratory experiences that provide them with opportunities to learn simple, practical, daily life applications of food preparation skills. Learning experiences involving preparation of simple, quick, and nutritious meals enhance skills needed for managing multiple family, career, and community roles.

4) CLASS DISCUSSION/DEMONSTRATION/ENRICHMENT

*TA 131 **Pressure Saucepan Safety and Cooking Princiiples***

As an enrichment activity, demonstrate the safe use of the pressure saucepan. Distribute copies of Teaching Aid 131, ***Pressure Saucepan Safety and Cooking Principles***, to students. Review the information with students discussing how pressure cooking is an effective and efficient method for retaining nutrients and preserving product quality.

Have the ingredients for the recipe, Swiss Steak, found on Teaching Aid 131, ready to mix together and cook in class at the beginning of the class period. Assign one or two students to start the cooking procedure and observe the pressure regulator of the saucepan (preferably students who use a pressure saucepan at home and are familiar with the procedures). While the Swiss Steak is cooking, summarize the following information with the students.

A pressure saucepan is a special pan that is lightweight, safe, easy to use, and cooks with steam under pressure. Cooking is done at a temperature of 250 degrees that exists at an automatically controlled pressure of 15 pounds. Rapid heat penetration produces quick cooking. Foods such as meats, vegetables, fruits, and cereals can be cooked in a pressure saucepan. Less tender and less expensive cuts of meat become tender and tasty when cooked in the pressure saucepan.
In some cooking methods, the vitamin content of the foods, particularly vitamin C, is lost through oxidation and long cooking times. In a pressure saucepan, cooking is done free from air, eliminating oxidation. Foods are cooked in the shortest possible time with only a small amount of water, thus retaining the nutrients.

Have students sample the Swiss Steak and make comparisons to meat cooked by other methods.

KEY QUESTION
- How does the pressure saucepan help to facilitate meal management?

Personal and Family Development

Knowledge and Skills.

(18) Nutrition and food.

The student determines career options related to nutrition, food science, and wellness.

The student is expected to:

(A) identify employment and entrepreneurial opportunities and preparation requirements in the area of nutrition, food science, and wellness; and

(B) describe rewards, demands, and future trends in careers related to nutrition, food science, and wellness.

18A- The student is expected to identify employment and entrepreneurial opportunities and preparation requirements in the areas of nutrition, food science, and wellness.

TEKS 6A, 6B, 10A, 10B, 14A, 14B, 18A, 18B, 22A, 22B, 26A, and 26B all refer to the career options related to various content specializations. The instructional strategies and Teaching Aids that are used in TEKS 6A and 6B are referenced throughout the Personal and Family Development course. Students should keep copies of handouts in a file for future use.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) INDIVIDUAL ACTIVITY/RESEARCH/PROJECT

Have students research job titles and descriptions of nutrition and wellness careers using available technology such as the following:

- satellite feed (learning channel)
- CD-ROM Encyclopedias
- Internet
- Dictionary of Occupational Titles
- Occupational Outlook Handbook

Provide students with copies of the following Teaching Aids or similar handouts:

TAs 32a and 32b, ***Definitions of Employability Terms***
TA 33, ***Guidelines for Writing Resumés***
TA 34, ***Guidelines for Writing Letters of Application***
TA 35, ***Guidelines for Completing Job Applications***
TA 36, ***Sample Job Application***
TA 37, ***Interview Questions***
TA 38, ***Sample Follow-up Letter***
TA 39, ***Guidelines for Terminating Employment***

Have students use computer software to create a flyer or brochure that describes the employment and entrepreneurial opportunities and preparation requirements in the area of nutrition, food science, and wellness. Distribute copies of Teaching Aid 40, ***Employment and Entrepreneurial Opportunities Project,*** to students. Review the requirement for successful completion of the flyer project. Make a visual display of the flyers available for all students in the class.

BEST COPY AVAILABLE

NOTES

TA 32a & 32b Definitions of Employability Terms

TA 33 Guidelines for Writing Resumés

TA 34 Guidelines for Writing Letters of Application

TA 35 Guidelines for Completing Job Applications

TA 36 Sample Job Application

TA 37 Interview Questions

TA 38 Sample Follow-up Letter

TA 39 Guidelines for Terminating Employment

TA 40 Employment and Entrepreneurial Opportunities Project

TAAS WRITING

NOTES

TA 41 *Career Investigation*

TAAS READING

TAAS WRITING

2) INDIVIDUAL ACTIVITY/RESEARCH/PROJECT

Have students research a career in the nutrition, food science, and wellness area that they have an interest in or would like to know more about. Have students complete the assignment on Teaching Aid 41, ***Career Investigation***. Have students use the Internet as a resource and computer software to complete the written components of the project. Have students submit their project in a folder. Have students share information about their researched career with the class.

FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: All Units
- Power of One: Working on Working
- STAR Events: Job Interview; Entrepreneurship
- Leaders at Work
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Future Homemakers of America, Inc., 1998. *FHA/HERO Career Connection.*

Future Homemakers of America, Inc., 1999. *Leaders at Work.*

Future Homemakers of America, Inc., 1993. *Power of One.*

Home Economics Curriculum Center, 1997. *Skills for Life*, Unit 6, "Employability Skills."

WEB SITES

American Association of Family and Consumer Sciences
www.aafcs.org

Library of the Workplace
www.cord.org/workplacelibrary

Monster Board
www.monster.com

National Association of Colleges and Employers
www.jobweb.org

18B- The student is expected to describe rewards, demands, and future trends in careers related to nutrition, food science, and wellness.

NOTES

TEKS 6A, 6B, 10A, 10B, 14A, 14B, 18A, 18B, 22A, 22B, 26A, and 26B all refer to the career options related to various content specializations. The instructional strategies and Teaching Aids that are used in TEKS 6A and 6B are referenced throughout the Personal and Family Development course. Students should keep copies of handouts in a file for future use.

1) PANEL DISCUSSION/RESEARCH/VIDEOTAPE

Invite community members to be a part of a panel of representatives of various careers in nutrition, food science, and wellness. Examples of panel participants include a registered dietitian, public health nutritionist, hospital wellness center director, food technologist, educator, or family and consumer sciences extension agent. Ask the guest panel members to share the rewards, demands, and future trends in careers related to nutrition, food science, and wellness.

As an alternate activity, have students view videotapes or gather information using textbooks, library resources, Internet, or selected references on rewards, demands, and future trends in careers related to nutrition, food science, and wellness.

KEY QUESTIONS

- What are rewards of nutrition, food science, and wellness careers?
- What are demands, duties, and responsibilities of careers in these industries?
- What are predictions for future trends for careers in this field?

2) INTERVIEW/CLASS DISCUSSION

Have students interview someone who works in a nutrition, food science, or wellness career to gather information on the rewards, demands, and future trends in careers in this field. Students may use the telephone, E-mail, written correspondence, or personal interview methods to secure the information. Have students use Teaching Aid 132, ***Interview Record for Nutrition, Food Science, and Wellness Career Exploration,*** to record their findings. Lead a class discussion on these careers asking student volunteers to share their interview results with the class.

TA 132 Interview Record for Nutrition, Food Science, and Wellness Career Exploration

NOTES

KEY QUESTIONS

- What are similarities and differences in the rewards of careers in nutrition, food science, and wellness?
- What are similarities and differences in the duties and responsibilities of careers in nutrition, food science, and wellness?
- What are unusual duties and responsibilities of careers in this field?
- Which nutrition, food science, and wellness careers are available in this community?
- How would you compare the job outlook for nutrition, food science, and wellness career opportunities available in this community with opportunities available elsewhere?

FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: All Units
- Power of One: Working on Working
- STAR Event: Entrepreneurship
- Leaders at Work
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Future Homemakers of America, Inc., 1998. *FHA/HERO Career Connection.*
Future Homemakers of America, Inc., 1999. *Leaders at Work.*
Future Homemakers of America, Inc., 1993. *Power of One.*
Home Economics Curriculum Center, 1997. *Skills for Life*, Unit 6, "Employability Skills."

WEB SITES

American Association of Family and Consumer Sciences
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Library of the Workplace
www.cord.org/workplacelibrary
Monster Board
www.monster.com
National Association of Colleges and Employers
www.jobweb.org

Personal and Family Development

Knowledge and Skills.

(19) Consumer and resource management.

The student applies the decision-making process.

The student is expected to:

(A) explain the decision-making process;

(B) identify the role of responsibility in the decision-making process; and

(C) practice decision making consistent with personal considerations, such as needs, wants, goals, priorities, and resources.

19A- The student is expected to explain the decision-making process.

1) CLASS DISCUSSION/INDIVIDUAL ACTIVITY

Lead a class discussion on decision making using Teaching Aid 4, ***Steps in Decision Making***. Point out that the process of careful decision making is important if personal goals are to be reached.

NOTES

TA 4 Steps in Decision Making

KEY QUESTIONS

- When should one use the decision-making process?
- Why are alternatives important in making a decision?
- When might it be important to seek the advice of others in making a decision?
- How does evaluating a decision help an individual make future decisions?

As a follow-up activity, have students use the steps of decision making to plan a time schedule for a day. Have the students follow the schedule, check progress, and make necessary adjustments to the time schedule. Have students share the results of their decision-making experience.

KEY QUESTIONS

- How were you able to make the best possible use of available time?
- How were the decisions and plans in keeping with your personal attitudes and ideas?
- How does decision making affect time and productivity management?
- What might you do differently the next time?

2) INDIVIDUAL ACTIVITY/GROUP ACTIVITY

Have students brainstorm a list of all the courses offered in the school. Have students narrow the list to subject areas such as language arts, science, home economics, and social studies.

TA 133 Using the Decision-making Process to Choose a Course in Which to Enroll

Distribute copies of Teaching Aid 133, ***Using the Decision-making Process to Choose a Course in Which to Enroll***, to assist the students in their investigation of the decision-making process. Have students follow the decision-making process to choose a course in one subject area to take the next semester or next school year. Divide the students into triads and have students share their decision-making plans.

NOTES

FHA/HERO ACTIVITIES

- STAR Event: Skills for Life (All STAR Events refer to the decision-making process when developing the project.)
- Power of One: A Better You

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8B, "Goal Setting and Decision Making."

19B- The student is expected to identify the role of responsibility in the decision-making process.

NOTES

1) BRAINSTORMING/INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

TAAS WRITING

Lead students to brainstorm and write down conscious and unconscious decisions they make in a typical day. Have students place a check mark beside the decisions they thought out carefully. Have students think about a decision that they will actually need to make in the future. As a written exercise, have each student apply the first three steps of the decision-making process to that decision.

KEY QUESTIONS

- In general, do you give daily decisions careful attention?
- In what ways do minor decisions have lasting effects?
- How can a decision someone makes affect other people?
- What kinds of decisions may require help from others?
- Why should you think through all options when making a decision?
- What is the purpose of evaluating the effects of the decision?
- What is the role of responsibility in the decision-making process?

2) CLASS DISCUSSION/GROUP ACTIVITY/SCENARIO

TAAS WRITING

Lead a class discussion on problems that get in the way of decision making (e.g., procrastination, distraction, avoidance, blaming, unrealistic goals). Divide students into small groups. Have each group select one problem and write a scenario about a young person who falls into one of the traps when making a decision. As a follow-up activity, have students explain how using the five-step decision-making process would have helped the young person. Have the students share the scenarios with the class and discuss the role of responsibility in decision making.

KEY QUESTIONS

- Is responsibility an influence before a decision is made? after a decision is made? Explain.
- Why do some people fail to make good decisions?
- How do some people react after making a poor decision?
- How should a person react after making a poor decision? (e.g., take responsibility, accept the consequences, try to learn from the experience)

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NOTES

FHA/HERO ACTIVITIES

- STAR Events: Illustrated Talk, Skills for Life

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life,* Module 8B, "Goal Setting and Decision Making."

19C- The student is expected to practice decision making consistent with personal considerations, such as needs, wants, goals, priorities, and resources.

NOTES

1) BRAINSTORMING/CLASS DISCUSSION

Have a student define needs and wants. Have students differentiate between the two terms. *Needs* are the things that people must have in order to live and carry out daily activities. *Wants* are the things people would like to have to make life more enjoyable.

Lead students to brainstorm a list of items that an individual or family might want. Have students review the list to decide which items are really necessities and which are desires. Have students rewrite the list, organizing it into two columns titled "Needs" and "Wants."

KEY QUESTIONS

- Which column is the longest?
- Which items should take priority over the others if funds are not available for every thing?

Lead a class discussion of factors affecting needs and wants. Point out that needs differ from one individual and/or one family to another. Factors such as family size, ages of family members, stage in the life cycle, health, education, experiences, careers, income, resources available, interests, residence, community facilities, standard of living, priorities, and goals may be included.

KEY QUESTIONS

- What is the relationship between personal priorities and ways in which needs and wants are met?
- What major needs do individuals have?
- What are the needs that one must consider in planning the spending of money?
- Why don't all individuals have the same needs?
- What are some of the reasons for differences in individuals' needs and wants?
- How do social group pressures affect needs and wants?
- What are some of the needs and wants of young people today?

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2) CLASS DISCUSSION/INTERVIEW

Lead a class discussion on factors that influence one's needs, wants, goals, priorities, and resources. Among factors that may be included are age, gender, stage of the life cycle, health, religion, work, climate, family background, and interests. Have students analyze how these factors influence what people consider needs and wants and how goal priorities are set.

TA 134 Interview Questions on Decision Influences

NOTES

Assign students to interview an individual in each of the following life-cycle stages:

- a classmate
- a young adult, preferably a young mother or father
- a middle-aged adult with a family, including elementary age children or teenagers

As a class, prepare interview questions for each life-cycle stage. Teaching Aid 134, ***Interview Questions on Decision Influences,*** provides examples of questions for the interviews. Have students share the responses from the interviews and compile the information for the class as a whole.

KEY QUESTIONS

- What are the needs, wants, and goals listed during each of the life cycle stages?
- What are the main expenses incurred during each life-cycle stage?
- How does marital status affect individuals during each of the stages?
- How does parenthood affect individuals during each of the stages?
- How do people's needs, wants, and goals compare across age, gender, and stages of the life cycle?
- What are your needs, wants, goals, priorities, and resources?

TA 135 Personal Considerations Involved in Decision Making

3) ROLE PLAY

Lead students to brainstorm some of the decisions individuals and families face. Have students divide into small groups. Assign each group one of the decisions and using the decision-making process, have each group identify possible solutions. Have students role play each of the decisions. After each role play, summarize by asking key questions on Teaching Aid 135, ***Personal Considerations Involved in Decision Making.***

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8B, "Goal Setting and Decision Making."

Personal and Family Development

Knowledge and Skills.

(20) Consumer and resource management.

The student demonstrates effective management practices.

The student is expected to:

(A) explain principles of time, energy, financial, and task management;

(B) apply effective management practices in scheduling personal activities; and

(C) describe the correlation between effective personal management practices and quality of family life.

20A- The student is expected to explain principles of time, energy, financial, and task management.

1) CLASS DISCUSSION

Lead a class discussion reviewing the management process which includes planning, organizing, implementing, and evaluating. Display Teaching Aid 136, ***The Management Process***, in guiding the discussion. The principles of managing time, energy, and finances are basically the same. Management is a process, a way of planning and using resources to get the greatest benefit or satisfaction. Time and energy naturally work together in task management.

KEY QUESTIONS

- Why is it important to manage time and energy?
- What does time management mean to you?
- Are you a good manager of time and energy? Why?
- How could you manage your time and energy better?
- What kinds of activities do you feel waste time and energy?
- Why do people waste time and energy?
- Why is it important to manage money?
- What does financial (money) management mean to you?
- Are you a good manager of money? Why?
- How could you manage your money better?
- What is the relationship between management and the decision-making process?

As a follow-up activity, distribute Teaching Aid 137, ***Tips for Effective Management***. Use the list to summarize key concepts in regard to principles of effective management of time, energy, and money.

2) INDIVIDUAL ACTIVITY/PROJECT

Planning use of time needs to be done on a daily and weekly basis. Have students keep a daily diary for a one week period using Teaching Aid 138, ***Daily Diary***, to record everything they do and how much time they spend at each activity. At the end of the week, have students analyze how they used their time and energy. Record how much time and energy was spent in personal, relationship, school and work, leisure, and community activities.

As a class, have students compile a chart or graph showing the average number of hours spent for each activity. For example, how many hours did the average student in the class spend on personal activities or community activities? Discuss with students how the average number of hours compares with their own number of hours.

NOTES

TA 136 The Management Process

TA 137 Tips for Effective Management

TA 138 Daily Diary

TAAS MATH

NOTES

KEY QUESTIONS

- How many hours did you spend on personal activities? school and work hours? relationship hours? leisure hours? community hours?
- How much flexible time did you have in an average day?
- Overall, do you think you are spending time on activities that are important to you?
- What are some ways in which you could save time and energy in completing tasks?
- How could you be a more effective manager of time and energy?

FHA/HERO ACTIVITIES

- STAR Event: Skills for Life
- Power of One: A Better You

RESOURCES

PUBLICATIONS

Felstehausen, Ginny, 1999. "Managing Multiple Roles." *Essentials for Home Economics Education: The Cornerstone.*

Home Economics Curriculum Center, 1992. "Effective Management of Multiple Roles: Family and Work."

20B- The student is expected to apply effective management practices in scheduling personal activities.

1) PROJECT

Have students develop a time management plan in scheduling personal activities for a one week time period. The plan should be based on the following criteria:

- It should reflect the student's personal priorities and responsibilities.
- It should include some time that is flexible to accommodate the unexpected events.

Distribute copies of Teaching Aids 139a and 139b, ***Weekly Time Management Plan,*** to each student for completion. Each student should actually implement the plan and then evaluate its effects and effectiveness in personal time management. Ask student volunteers to share their results.

KEY QUESTIONS

- How did the time management help you in planning your time?
- What obstacles (if any) hindered implementation of your plan for the whole week?
- What unexpected events impacted your time management plan?
- How did you handle the unexpected events?
- What are the advantages of a time management plan?

NOTES

TA 139a & 139b Weekly Time Management Plan

2) CASE STUDY/GROUP ACTIVITY

Distribute copies of Teaching Aid 140, ***Effective Management - Case Studies***. Divide the students into small groups. Assign each group one of the case studies. Using the information from previous strategies, discuss the situation and provide some suggestions on how the individuals in each case study could apply effective management practices in scheduling activities. Have each group share their findings with the class.

TA 140 Effective Management - Case Studies

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NOTES

FHA/HERO ACTIVITIES

- STAR Events: Illustrated Talk, Skills for Life

RESOURCES

PUBLICATIONS

Felstehausen, Ginny, 1999. "Managing Multiple Roles." *Essentials for Home Economics Education: The Cornerstone.*

Home Economics Curriculum Center, 1992. "Effective Management of Multiple Roles: Family and Work."

20C- The student is expected to describe the correlation between effective personal management practices and quality of family life.

1) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Have students write a multi-paragraph story entitled, *What I Will Be Doing in Fifty Years*. Students should include physical health, career goals, financial status, leisure time activities, community involvement, marital status, parenthood, and family relationships. Have student volunteers share their stories with the class.

NOTES

TAAS WRITING

KEY QUESTIONS

- What personal management practices are you applying now so that you will be able to have an active and meaningful life during the later stages of the life cycle?
- What preparations are you making now for your future career?
- What activities and hobbies do you have now that you can continue to pursue throughout your lifetime?

2) TEAMWORK/PROJECT/VISUAL DISPLAY

Divide the class into triads. Have each group of three students develop a newspaper that describes personal management practices that add to the quality of life. The newspaper should provide information to promote activities that enhance and promote health and well-being to individuals of all ages. Each student must write at least one major story that carries his or her byline. Team members may work together on the research. Students need to edit the work of other group members. Teaching Aid 141, ***Write All About It!***, provides guidelines for students in writing the newspaper. Have students present their newspapers to the class. Make a visual display of the newspapers.

TA 141 Write All About It!

TAAS READING

TAAS WRITING

3) VIDEOTAPE/CLASS DISCUSSION

Have students view a video segment of an individual often admired by youth. Lead students to discuss the correlation between effective personal management practices and quality of life for that individual. Individuals who have had positive influences on youth might include such people as Sammy Sosa, Kristi Yamaguchi, Tom Hanks, Rebecca Lobo, Michael Jordan, and Rosa Parks.

NOTES

FHA/HERO ACTIVITIES

- STAR Events: Illustrated Talk, Skills for Life
- Power of One: A Better You

RESOURCES

PUBLICATIONS

Felstehausen, Ginny, 1999. "Managing Multiple Roles." *Essentials for Home Economics Education: The Cornerstone.*

Home Economics Curriculum Center, 1992. "Effective Management of Multiple Roles: Family and Work."

Personal and Family Development

Knowledge and Skills.

(21) Consumer and resource management.

The student determines types of resources and considerations for responsible use.

The student is expected to:

(A) summarize types of resources;

(B) identify sources of income;

(C) evaluate responsibility in managing personal and family resources;

(D) apply the decision-making process in planning the allocations and use of finances;

(E) determine cultural, economic, societal, and environmental influences on consumer decision making;

(F) analyze consumer-buying techniques that promote effective utilization of resources;

(G) point out the impact of technology on consumer-buying practices and options; and

(H) identify consumer rights and responsibilities.

21A- The student is expected to summarize types of resources.

1) BRAINSTORMING/CLASS DISCUSSION

Have students define the term resource. A *resource* is something a person needs in order to accomplish a goal. It is a source of supply or support. Resources may include skills, time, energy, knowledge, money, humans, natural surroundings, social organizations, political institutions, as well as family and community support systems.

Lead students to brainstorm specific resources under the different categories (e.g., land is a natural resource; a doctor is a human resource). Record the ideas on the board or a transparency for the class to view. Have students narrow the list of resources and divide them into four headings: Human, Material, Community, and Natural. Refer to Teaching Aid 142, ***Kinds of Resources***, as a transparency or handout.

KEY QUESTIONS

- How can resources help individuals carry out their goals?
- How can determination help people find resources in order to reach goals?
- What are four forms of resources?
- What are examples of human resources?
- What are examples of material resources?
- What are examples of community resources?
- What are examples of natural resources?
- Why are skills valuable resources?
- What are the two main types of material resources?
- Why is protecting natural resources important?
- How do individuals and families use resources to meet work, family, and personal goals?

Have students review Teaching Aid 136, ***The Management Process***. Explain that management is the act of organizing activities to obtain results, and it requires the use of resources to meet work, family, and personal goals. To emphasize that managing resources demands that we make decisions, ask students to identify examples of situations when they have had to make choices about the use of money, time, or other resources.

2) GROUP ACTIVITY/VISUAL DISPLAY

Have groups of students gather information by collecting brochures, pamphlets, flyers, and other literature that describes the community resources that are available. Have students organize the information according to need and services and make a visual display for the classroom or the school library for other students' use.

NOTES

TA 142 Kinds of Resources

TA 136 The Management Process

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NOTES

TA 143 Inventory of Resources

3) INDIVIDUAL ACTIVITY/GROUP ACTIVITY

Have students develop an inventory of resources available in their lives using Teaching Aid 143, ***Inventory of Resources***. Have students share their inventory with others. Divide students into pairs to suggest specific steps they could take to improve the management of their resources.

4) CLASS DISCUSSION

Have students define the term *conservation* (the act or practice of conserving; protection from loss, waste, etc.; preservation). Lead students in a discussion on the importance of conserving resources.

KEY QUESTIONS

- Why is the conservation of resources, such as personal and family resources, important?
- Which resource is the most tempting to waste?
- Which resource is the easiest to manage efficiently?
- What are family members' responsibilities in managing personal and family resources?

FHA/HERO ACTIVITIES

- STAR Events: Illustrated Talk; Skills for Life

RESOURCES

BOOK

Finding Help in Texas: A Directory of Information and Referral Providers (6th Edition, Spring, 1998).

21B- The student is expected to identify sources of income.

1) BRAINSTORMING/CLASS DISCUSSION

NOTES

Lead students to brainstorm sources of money young people have available to spend. Sources of income may include such things as allowances, trust funds, social security for dependent children, earnings from jobs, birthday or holiday gifts, and earnings from savings.

Have students identify factors that create differences in earned income, such as age, education, training, on-the-job training, abilities of the earner, health of the earner, incentive of the earner, type of work, and economic conditions of the nation, state, and community.

KEY QUESTIONS

- What factors affect the income of young adults? of people in general?
- What limitations does a young adult have as an employee now, compared with someone who has more education and job experience?
- What job or work advantages does a young adult have over someone who is older?
- How does an individual's level of education affect income?
- How do skills and abilities add to an individual's income-earning ability?
- How might health affect an individual's income?
- How is a person's incentive toward work related to earning power?

2) CLASS DISCUSSION/RESEARCH

Lead a class discussion on identifying sources of income. Display Teaching Aid 144, ***Sources of Income***, on the overhead projector. Point out types of income that individuals might have at their disposal. Types of income could include:

- earned income
- savings and investment income
- assisted income

TA 144 Sources of Income

Have students use the library, the Internet, and classroom resources to gather information on sources of income other than salaries and wages such as investment income and assisted income.

KEY QUESTIONS

- At what stage(s) of the family life cycle are most individuals likely to receive investment income?
- What are some sources of investment income that young people can participate in?

NOTES

KEY QUESTIONS - CONTINUED

- What types of investment income are available for the average individual? family?
- What is interest (as it is related to income and money management)?
- What is the purpose of social security? of assisted income programs?
- What are the eligibility requirements for social security and assisted income programs?
- When might individuals or families utilize this form of income?
- Would these sources of income provide enough income for an individual to live? for a family to live?

FHA/HERO ACTIVITIES

- Financial Fitness: Making Money; Financing Your Future

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life,* Module 5C, "Financial Planning: Savings, Investments, and Insurance," and Module 6E, "Social Security System."

21C- The student is expected to evaluate responsibility in managing personal and family resources.

1) VIDEOTAPE/CLASS DISCUSSION

View a videotaped segment of a television show or movie based on some type of family situation in which the management of personal and family resources is depicted. Have students pay special attention to the manner in which decisions are made, who makes the decisions, what roles each family member has in the decision, what compromises were made by the different family members, and what steps in decision making were carried out. Review Teaching Aid 4, ***Steps in Decision Making***, with students.

KEY QUESTIONS

- How did family members make decisions in the video?
- How did each family member influence the decisions?
- Which family members had the most influence in the decision-making process?
- How did one decision affect another?
- In what ways do decisions have different implications for family members?
- What personal and family resources were involved in the video?
- What is a young adult's responsibility in managing personal and family resources?

NOTES

TA 4 Steps in Decision Making

2) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Checking accounts are a convenient tool to help individuals manage money. They may not keep an individual from spending too much money, but they do help them keep track of how they are spending their money. Checking accounts are one of the most common banking services. Students should be made aware of:

- factors to consider when selecting a financial institution (e.g., insured accounts, personal services, interest rates, reputation, convenience)
- reasons for opening a checking account (e.g., safe and convenient, checks readily accepted as cash, ease in keeping track of financial transactions, provides a record of spending)
- different types of checking accounts (e.g., regular, interest-bearing, minimum balance)
- how to write a check and deposit slip
- how to balance or reconcile a checking account statement

Many banks offer check-writing kits and other educational materials appropriate for this activity. Other organizations that provide materials are suggested in the **Resources** section.

TA 145a & 145b Personal Checking

TA 146 Making a Deposit

TA 147 Personal Checking Account Exercise

TA 148a - 148d Check Writing Tools

TA 149a & 149b Sample Bank Statement

TAAS MATH

NOTES

Teaching Aids 145a and 145b, ***Personal Checking*** and Teaching Aid 146, ***Making a Deposit,*** provide background information on writing a check and making a deposit. Teaching Aid 147, ***Personal Checking Account Exercise***, gives the students an opportunity to practice check writing skills and maintain a check register. Teaching Aids 148a through 148d, ***Check Writing Tools***, provides sample blank checks, deposit slips, and a check register. Teaching Aids 149a and 149b, ***Sample Bank Statement***, gives additional information for reconciling a bank statement.

TA 150 Credit/Savings and Investments Presentation

TAAS READING

TAAS WRITING

3) GROUPS ACTIVITY/TEAM WORK/ORAL PRESENTATION

Managing personal and family resources also includes other important concepts such as credit, savings and investments, and developing a spending plan (addressed in TEKS 21D). Divide the class into two groups. Assign one group, *Credit* and the other group, *Savings and Investments*. Have each group use the library, Internet, classroom references, and resources from businesses to gather background information for an oral presentation on their assigned topic. The oral presentation needs to follow the outline on Teaching Aid 150, ***Credit/ Savings and Investments Presentation***. Have students provide basic information to the class about each concept and turn in a written composition of the presentation.

FHA/HERO ACTIVITIES

- Financial Fitness: All Units
- Power of One: A Better You
- STAR Event: Skills for Life

RESOURCES

BOOKS

Home Economics Curriculum Center, 1997. *Skills for Life*, Unit 5, "Consumer Skills."

National Endowment for Financial Education, *High School Financial Planning Program* Teacher's Guide and Student Workbook.

The USAA Educational Foundation, *Get MoneyWise* Instructor's Manual and Student Workbook.

21D- The student is expected to apply the decision-making process in planning the allocations and use of finances.

1) CLASS DISCUSSION/INDIVIDUAL ACTIVITY

Display Teaching Aid 151, ***It is Up to You!***, on the overhead projector. Read the quotation to the class. Discuss with students how they are responsible for the amount of money they earn and for the amount of money they spend. Successful money management requires careful planning. It also requires self-discipline and the ability to manage spending by using discretion for purchases categorized as "wants" rather than "needs." The ability to manage money needs to be learned, developed, and practiced on a daily basis. Discuss with students the importance of applying the decision-making process in planning the allocations and use of finances (money).

Teaching Aid 152, ***Steps to Successful Money Management***, provides six steps often recommended by experts for becoming a successful money manager:

- Determine your goals.
- Calculate your living expenses.
- Estimate your income.
- Balance your income with your expenses.
- Develop a spending plan (budget).
- Adjust your plan to changes.

KEY QUESTIONS

- What is meant by the statement, "You control your financial destiny?"
- Why is it important for individuals to learn how to manage money?
- Why is it important to develop a spending plan (budget)?
- How can the decision-making process be applied in money management?

NOTES

TA 151 It is Up to You!

TA 152 Steps to Successful Money Management

2) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Distribute copies of Teaching Aids 153a and 153b, ***Guidelines for Developing a Budget,*** and Teaching Aid 154, ***Sample Budget***. Have students read the information or discuss the information with the class. Have students complete Teaching Aids 155a and 155b, ***Steve's Income and Expenses,*** to help students understand the relationship of the decision-making process in planning the allocations and use of finances. Have students share their findings with the class.

TA 153a & 153b Guidelines for Developing a Budget

TA 154 Sample Budget

TA 155a & 155b Steve's Income and Expenses

TAAS MATH

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NOTES

FHA/HERO ACTIVITIES

- Financial Fitness: Cash Control; Financing Your Future
- STAR Events: Skills for Life; Illustrated Talk
- Fund-raising Activities: Have students use the decision-making process to plan and carry out fund-raising activities.

RESOURCES

BOOKS

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 5B, "Budgeting/Purchasing."

National Endowment for Financial Education, *High School Financial Planning Program* Teacher's Guide and Student Workbook.

The USAA Educational Foundation, *Get MoneyWise* Instructor's Manual and Student Workbook.

WEB SITE

Texas Agricultural Extension Service
(Contact your local County Extension Agent - Family and Consumer Sciences)
fcs.tamu.edu

21E- The student is expected to determine cultural, economic, societal, and environmental influences on consumer decision making.

1) BRAINSTORMING/CLASS DISCUSSION

Using Teaching Aid 156, ***Influences on Consumer Decision Making***, lead students to brainstorm cultural, economic, societal, and environmental influences on consumer decision making. Examples are provided as a springboard for discussion.

KEY QUESTIONS

- What cultural influences affect consumer decision making?
- What economic influences affect consumer decision making?
- How does society influence consumer decision making?
- How is consumer decision making influenced by environmental considerations?

2) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Have students locate magazine and newspaper articles that depict cultural, economic, societal, or environmental influences on consumer decision making. Have students write a summary of the article and share the information with the class. These articles might suggest ways to expand the lists done in Strategy 1. Display the brainstormed list again and have students add additional information gleaned from the articles. Compile the articles in a notebook for future use.

3) INDIVIDUAL OR GROUP ACTIVITY/WEB DIAGRAM

In order to help students see practical application of the influences on consumer decision making, have them do a web diagram illustrating the influences on their consumer decisions within the past six months or past year. Draw the following web diagram on the board or transparency as an example for students. Instruct students to expand their web diagram to include as many examples of consumer decisions as they can think of. Students could work individually or in pairs to complete this activity. Distribute copies of Teaching Aid 157, ***Consumer Decisions***, to students.

See the back of this page for the example of the web diagram.

NOTES

TA 156 Influences on Consumer Decision Making

TAAS READING

TAAS WRITING

SOCIAL STUDIES

SCIENCE

TA 157 Consumer Decisions

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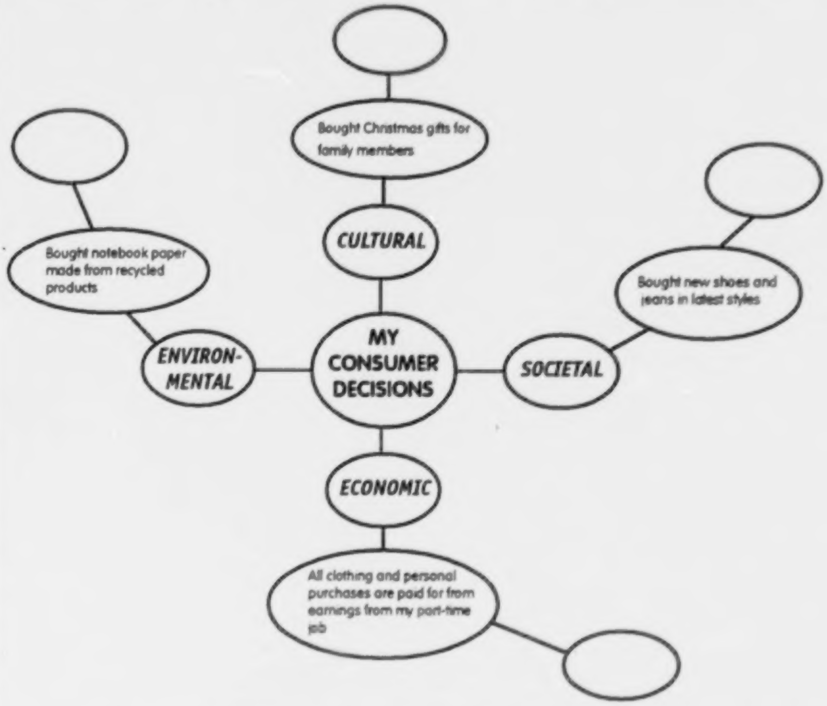
NOTES


Bought Christmas gifts for family members
CULTURAL
Bought notebook paper made from recycled products
ENVIRON-MENTAL
MY CONSUMER DECISIONS
SOCIETAL
Bought new shoes and jeans in latest styles
ECONOMIC
All clothing and personal purchases are paid for from earnings from my part-time job

KEY QUESTIONS

- What consideration have you given to these influences before this lesson?
- How will this increased awareness of these influences impact your future consumer decisions?

FHA/HERO ACTIVITIES

- Financial Fitness: All Units
- STAR Events: Illustrated Talk; Skills for Life

RESOURCES

WEB SITES

Jump$tart Coalition for Personal Finance Library
jumpstartcoalition.org

National Institute for Consumer Education
www.emich.edu/public/coe/nice

Texas Agricultural Extension Service (Contact your local County Extension Agent - Family and Consumer Sciences) *fcs.tamu.edu*

U.S. Census Bureau
www.census.gov

21F- The student is expected to analyze consumer-buying techniques that promote effective utilization of resources.

1) CLASS DISCUSSION/VISUAL DISPLAY

Display Teaching Aid 158, ***Sources of Information for Consumers,*** on the overhead projector and lead a class discussion on the importance of the "informed consumer" to effective consumer-buying success. The following information can be used to aid in the discussion:

- Advertising - Through advertising the consumer may learn about products, find out what is available, compare prices, and learn where to shop. Advertising media may include print (e.g., magazines, mailings, newspapers), television, the Internet, and radio.
- Media Sources - These sources might include television programs, videotapes, the Internet, and radio programs. Infomercials are becoming increasingly popular.
- Point-of-Purchase Sources - These sources may include labels, packaging, and displays of products.
- Consumer-oriented Publications - These resources provide valuable information about new products that are available and may also compare different products. Recalls are often featured in these periodicals as well. Examples of magazines might include *Consumer Reports* and *Good Housekeeping*.
- Advice from Others - By sharing experiences, the consumer can learn more about products they use and points to consider.
- Consumer Agencies and Organizations - These groups provide information as well as assist the consumer in making responsible decisions. An example is the Better Business Bureau.

Have students research library and classroom resources and the Internet to gather information to aid them in answering the following Key Questions.

KEY QUESTIONS

- How could studying information about a product before purchasing it save the consumer time, energy, and money?
- Which types of products does the consumer need different kinds of information?
- What are some examples of U.S. grades and approval stamps found on many products?
- What are some examples of magazines that provide product information for consumers?
- What agencies and organizations are available to help the consumer?
- What types of information does an individual need before making responsible consumer decisions?
- Which of these sources are you more likely to use in making a personal consumer decision?
- Which sources are generally more reliable?

NOTES

TA 158 Sources of Information for Consumers

TAAS READING

NOTES

Have students create a visual display that illustrates sources of consumer information.

2) INDIVIDUAL ACTIVITY/VISUAL DISPLAY

Discuss with students examples of consumer-buying techniques that aid the consumer in comparison shopping and consumer decision making. Examples include:

- sales and promotions
- coupons
- vendor selection (resale, discount, mail order, specialty, wholesale club)

Have each student practice being an informed consumer by selecting a specific item they would like to purchase. Have students bring an example of sources of information for the selected item. Each source of information should be related to the product that the student has selected. An example of an item might be a CD player. Sources of information might include an issue of *Consumer Reports* on selecting CD players, an advertisement from a newspaper, a catalog featuring the item, or a brochure on the item itself. Have the students organize the information for comparison shopping and make a small visual display of the information to share with the class.

3) TEAMWORK/PROJECT

TAAS MATH

TAAS WRITING

Have students work in teams of two or three to compare different brands of a specific item (e.g., CD player, running shoes, jeans, jacket, cordless telephone). Have each group compare prices and quality at several stores, research information from several sources, and consider factors that would affect their decision. Have each team develop a written report of their findings and share the information with the class.

RESOURCES

WEB SITES

Consumers International
www.consumersinternational.org
Federal Trade Commission (FTC)
www.ftc.gov
Food and Drug Administration (FDA)
www.fda.gov
National Institute for Consumer Education
www.emich.edu/public/coe/nice
Office of Consumer Affairs
www.doc.gov/oca
U.S. Consumer Product Safety Commission
www.cpsc.gov
U.S. Department of Agriculture
www.usda.gov

21G- The student is expected to point out the impact of technology on consumer-buying practices and options.

1) GROUP ACTIVITY

Divide the class into small groups. Assign each group a consumer-buying practice that has been impacted by technology. For example, how has technology impacted financial institutions for a checking or savings account? (Automated Teller Machine, 24-hour customer telephone banking service, drive-in banking services, electronic data on personal checks, debit cards, Internet banking services). Another example might be transportation (e.g., ticketless air travel, making travel reservations through the Internet, shopping for a new car on the Internet, computerized equipment in cars and trucks, buying fuel at the pump with credit/debit cards). The impact of technology on consumer-buying practices and options is widespread. Have groups list ideas on large sheets of paper and share their ideas with the class.

KEY QUESTIONS

- How has technology impacted consumer-buying practices and options?
- What kinds of technological advancements related to consumerism have you seen in your lifetime?
- What kinds of technological advancements in this area can you predict for the future?

NOTES

2) INTERVIEW/WRITTEN EXERCISE/AUDIOTAPE

Have students interview older adults to discuss the impact of technology on consumer buying that they have seen in their lifetimes. Students can use Teaching Aids 159a and 159b, ***Impact of Technology on Consumer Buying***, in conducting the interview. Have students share their findings with the class. If it is convenient, have students audiotape their interview and play the taped interview for the class. Instruct students to ask permission of the persons being interviewed prior to taping the conversation.

TA 159a & 159b
Impact of Technology on Consumer Buying

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NOTES

FHA/HERO ACTIVITIES

- Financial Fitness: Consumer Clout
- STAR Event: Applied Technology

RESOURCES

WEB SITES

Consumers International
www.consumersinternational.org

Federal Trade Commission (FTC)
www.ftc.gov

Food and Drug Administration (FDA)
www.fda.gov

Office of Consumer Affairs
www.doc.gov/oca

U.S. Consumer Product Safety Commission
www.cpsc.gov

U.S. Department of Agriculture
www.usda.gov

21H- The student is expected to identify consumer rights and responsibilities.

1) GROUP ACTIVITY/VISUAL DISPLAY

Have students divide into small groups. Assign each group one of the Consumer Rights depicted on Teaching Aid 160, ***Your Rights as a Consumer***. Have each group research the history of the consumer right and what it means to consumers. Instruct students to use the library, the Internet, and classroom resources to gather information. Have each group develop a visual display (e.g., poster, bulletin board) to illustrate consumer rights. Have students use pictures, photographs, or other media to enhance their visual. Have students hang their displays in the classroom or arrange them in a hall showcase.

NOTES

TA 160 Your Rights as a Consumer

TAAS READING

SOCIAL STUDIES

2) INDIVIDUAL ACTIVITY/GROUP ACTIVITY

Have students complete Teaching Aid 161, ***Being a Responsible Consumer***, considering their last consumer purchase such as clothing, a CD, or some other item. When students have completed the checklist and answered the questions, post the following rating on the board or a transparency.

Overall, how do you rate yourself as a consumer?
3 - I am a responsible consumer.
2 - I am on the right track to becoming a responsible consumer.
1 - I am an irresponsible consumer.

Divide students into small groups to analyze consumer habits and discuss the key questions. Have each group share their responses with the class.

TA 161 Being a Responsible Consumer

SOCIAL STUDIES

TAAS WRITING

KEY QUESTIONS

- Why it is important to be aware of your rights as a consumer?
- Why is it important to be aware of your responsibilities as a consumer?
- How do consumer rights relate to your responsibilities as a consumer?
- What consumer habits need to be changed?

3) SCENARIO/ROLE PLAY

Divide students into small groups. Have each group write a scenario illustrating a consumer practicing consumer rights and responsibilities involving a consumer transaction. Instruct students to include a "problem" in the scenario or leave the situation open-ended.

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NOTES

Have each group role play their scenario for the class and have the class members solve the problems or formulate a conclusion to the scenario.

KEY QUESTION
- How do consumer rights and responsibilities apply to daily life?

TAAS WRITING
TAAS READING
SOCIAL STUDIES

4) INDIVIDUAL ACTIVITY/RESEARCH/ORAL PRESENTATION

Many federal agencies work in the best interest of the consumer. Have students select one of the agencies to research. Have students use the library, the Internet, and classroom resources to gather information. Have students write a summary and make an oral presentation on the agency's efforts to protect the consumer.

Some federal agencies that protect consumers include:
- Federal Trade Commission
- Food and Drug Administration
- National Highway Traffic Safety Administration
- Occupational Safety and Health Administration
- Office of Consumer Affairs and Business Regulation
- U.S. Consumer Product Safety Commission
- U.S. Department of Agriculture
- U.S. Postal Service

FHA/HERO ACTIVITIES

- STAR Event: Skills for Life
- Financial Fitness: Consumer Clout
- Chapter Activity: Program on consumer rights and responsibilities

RESOURCES

WEB SITES

Consumers International
www.consumersinternational.org
Federal Trade Commission (FTC)
www.ftc.gov
Food and Drug Administration (FDA)
www.fda.gov
National Highway Traffic Safety Administration
www.nhtsa.gov
Occupational Safety and Health Administration
www.osha.gov
Office of Consumer Affairs
www.doc.gov/oca
U.S. Consumer Product Safety Commission
www.cpsc.gov
U.S. Department of Agriculture
www.usda.gov
U.S. Postal Service
www.usps.gov

Personal and Family Development

Knowledge and Skills.

(22) Consumer and resource management.

The student explains how consumer economics and resource management skills impact career options.

The student is expected to:

(A) identify employment and entrepreneurial opportunities and preparation requirements in the areas of consumer economics and resource management;

(B) describe rewards, demands, and future trends in consumer economics and resource management careers; and

(C) determine the significance of consumer economics and resource management skills in all careers.

22A- The student is expected to identify employment and entrepreneurial opportunities and preparation requirements in the areas of consumer economics and resource management.

TEKS 6A, 6B, 10A, 10B, 14A, 14B, 18A, 18B, 22A, 22B, 26A, and 26B all refer to the career options related to various content specializations. The instructional strategies and Teaching Aids that are used in TEKS 6A and 6B are referenced throughout the Personal and Family Development course. Students should keep copies of handouts in a file for future use.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) INDIVIDUAL ACTIVITY/RESEARCH/PROJECT

Have students research job titles and descriptions of consumer economics and resource management careers using available technology such as the following:

- satellite feed (learning channel)
- CD-ROM Encyclopedias
- Internet
- *Dictionary of Occupational Titles*
- *Occupational Outlook Handbook*

Provide students with copies of the following Teaching Aids or similar handouts:

TA 32a-b, ***Definitions of Employability Terms***
TA 33, ***Guidelines for Writing Resumés***
TA 34, ***Guidelines for Writing Letters of Application***
TA 35, ***Guidelines for Completing Job Applications***
TA 36, ***Sample Job Application***
TA 37, ***Interview Questions***
TA 38, ***Sample Follow-up Letter***
TA 39, ***Guidelines for Terminating Employment***

Have students use computer software to create a flyer or brochure that describes the employment and entrepreneurial opportunities and preparation requirements in the area of consumer economics and resource management. Distribute copies of Teaching Aid 40, ***Employment and Entrepreneurial Opportunities Project,*** to students. Review the requirement for successful completion of the flyer project. Make a visual display of the flyers available for all students in the class.

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TA 32a-b	***Definitions of Employability Terms***
TA 33	***Guidelines for Writing Resumés***
TA 34	***Guidelines for Writing Letters of Application***
TA 35	***Guidelines for Completing Job Applications***
TA 36	***Sample Job Application***
TA 37	***Interview Questions***
TA 38	***Sample Follow-up Letter***
TA 39	***Guidelines for Terminating Employment***
TA 40	***Employment and Entrepreneurial Opportunities Project***

TAAS WRITING

NOTES

TA 41 Career Investigation

TAAS READING

TAAS WRITING

2) INDIVIDUAL ACTIVITY/RESEARCH/PROJECT

Have students research a career in the consumer economics and resource management area that they have an interest in or would like to know more about. Have students complete the assignment on Teaching Aid 41, ***Career Investigation***. Have students use the Internet as a resource and computer software to complete the written components of the project. Have students submit their project in a folder. Have students share information about their researched career with the class.

FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: All Units
- Power of One: Working on Working
- STAR Events: Job Interview; Entrepreneurship
- Leaders at Work
- Additional FHA/HERO activity ideas for this TKES are included in the **Blended Activities** section.

RESOURCES

BOOKS

Future Homemakers of America, Inc., 1998. *FHA/HERO Career Connection.*

Future Homemakers of America, Inc., 1999. *Leaders at Work.*

Future Homemakers of America, Inc., 1993. *Power of One.*

Home Economics Curriculum Center, 1997. *Skills for Life*, Unit 6, "Employability Skills."

WEB SITES

American Association of Family and Consumer Sciences
www.aafcs.org

Library of the Workplace
www.cord.org/workplacelibrary

Monster Board
www.monster.com

National Association of Colleges and Employers
www.jobweb.org

22B- The student is expected to describe rewards, demands, and future trends in consumer economics and resource management careers.

TEKS 6A, 6B, 10A, 10B, 14A, 14B, 18A, 18B, 22A, 22B, 26A, and 26B all refer to the career options related to various content specializations. The instructional strategies and Teaching Aids that are used in TEKS 6A and 6B are referenced throughout the Personal and Family Development course. Students should keep copies of handouts in a file for future use.

NOTES

1) PANEL DISCUSSION

Invite community members to be a part of a panel made up of representatives of various careers in consumer and resource management. Possible members of the panel could include a banker, consumer counselor, credit analyst, or a human resources manager. Ask guests to share the rewards, demands, and future trends in careers related to consumer and resource management.

As an alternate activity, have students view videotapes or gather information using textbooks, library resources, Internet, or selected references on rewards, demands, and future trends in careers related to consumer economics and resource management.

KEY QUESTIONS

- What are rewards of careers in consumer economics and resource management?
- What are demands, duties, and responsibilities of careers in consumer economics and resource management?
- What are predictions for future trends for careers in this field?

2) INTERVIEW/CLASS DISCUSSION

Have students interview someone who works in a consumer economics and resource management career to gather information about the rewards, demands, and future trends in careers in this field. Students may use the telephone, E-mail, written correspondence, or personal interview methods to secure the information. Have students use Teaching Aid 162, ***Interview Record for Consumer Economics and Resource Management Career Exploration***, to record their findings. Lead a class discussion on these careers asking student volunteers to share their interview results with the class.

TA 162 Interview Record for Consumer Economics and Resource Management Career Exploration

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NOTES

KEY QUESTIONS

- What are similarities and differences in the rewards of careers in consumer economics and resource management?
- What are similarities and differences in the duties and responsibilities of careers in consumer economics and resource management?
- What are unusual duties and responsibilities of careers in this field?
- Which consumer economics and resource management careers are available in this community?
- How would you compare the job outlook for consumer economics and resource management career opportunities available in this community with opportunities available elsewhere?

FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: All Units
- Power of One: Working on Working
- STAR Event: Entrepreneurship
- Leaders at Work
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Future Homemakers of America, Inc., 1998. *FHA/HERO Career Connection.*
Future Homemakers of America, Inc., 1999. *Leaders at Work.*
Future Homemakers of America, Inc., 1993. *Power of One.*
Home Economics Curriculum Center, 1997. *Skills for Life*, Unit 6, "Employability Skills."

WEB SITES

American Association of Family and Consumer Sciences
www.aafcs.org
American Management Association
www.amanet.org
International Association of Financial Planners
www.iafp.org
Library of the Workplace
www.cord.org/workplacelibrary
Monster Board
www.monster.com
National Association of Colleges and Employers
www.jobweb.org

22C- The student is expected to determine the significance of consumer economics and resource management skills in all careers.

NOTES

1) BRAINSTORMING/CLASS DISCUSSION

Lead students to brainstorm a list of careers that they may be interested in pursuing. From the list, lead students to discuss the significance of consumer economics and resource management in each of the careers. Every career in some way involves some type of consumer economics and resource management (e.g., time, energy, skills, money). Decision making and goal setting skills also are vital in any career. Many people work with and for consumers. They provide goods and services, or they help consumers get the most for their money.

KEY QUESTIONS
- Why are these skills important in any career?
- What is the relationship between resource management in business and personal resource management?

2) GUEST SPEAKER/PANEL DISCUSSION

Invite a guest speaker or panel of individuals to talk to the class about the significance of consumer economics and resource management in their chosen career. Speakers might include representatives of a wide variety of careers, such as a banker, child care director, full-time homemaker, plumber, farmer, and teacher. Have listening teams* develop questions, then listen for answers. Following the presentation, have groups summarize the responses to their questions.

*Listening team — team of students whose responsibility includes listening during the presentation for the answers to the questions they wrote.

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NOTES

FHA/HERO ACTIVITIES

- Power of One: Working on Working
- STAR Event: Entrepreneurship
- FHA/HERO Career Connection: All units
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Unit 6, "Employability Skills."

WEB SITES

American Association of Family and Consumer Sciences
www.aafcs.org

American Management Association
www.amanet.org

International Association of Financial Planners
www.iafp.org

Personal and Family Development

Knowledge and Skills.

(23) Housing.

The student analyzes human and environmental influences on family housing needs across the life span.

The student is expected to:

(A) identify housing priorities and needs;

(B) describe environmental and technological influences on housing decisions; and

(C) analyze housing considerations related to meeting family housing needs and promoting family strength.

23A- The student is expected to identify housing priorities and needs.

1) RESEARCH/CLASS DISCUSSION

Instruct students to use textbooks, library, or other resources to gather information about housing priorities and needs. Have students list housing priorities and needs identified for each period of adulthood on Teaching Aid 163, ***Housing Priorities and Needs***. Point out to students that varied circumstances and changes occurring within each period of adulthood affect housing priorities and needs. Lead a class discussion to review factors influencing housing priorities and needs during each period of adulthood.

KEY QUESTIONS
- What are housing priorities and needs during each period of adulthood?
- How do priorities and needs differ among the different periods?
- What are ways to accommodate changing housing needs as individuals progress through the periods of adulthood?
- What priorities and needs do students consider most important for the period of early adulthood?
- How would you describe your first housing needs as an independent young adult?
- What special features may be needed in the homes of families in the aging stage?

NOTES

TA 163 Housing Priorities and Needs

2) INTERVIEW/CLASS DISCUSSION

Have students interview their parents, relatives, neighbors, or friends to gather information about housing choices they have made. Have students use questions on Teaching Aid 164, ***Housing Choices Interview***, or work with students to develop a class set of questions to guide interviews. Tell students to identify the period of adulthood of the individual each time a housing move was made. Have students record responses to share with the class. Lead a class discussion to help students compile and analyze information gathered from the interviews.

TA 164 Housing Choices Interview

KEY QUESTIONS
- In the survey, how did the number of individuals who rent housing compare to the number who own housing?
- What were similarities in physical needs related to housing of persons interviewed?
- What were similarities in emotional and safety needs related to housing?
- What housing adaptations were made by the families?
- Why was housing adaptability important?

NOTES

KEY QUESTIONS - CONTINUED

- What needs prompted housing adaptations or moves?
- How did the period of adulthood influence housing adaptations or moves?
- What additional priorities and needs of the families affected their housing choices?

RESOURCES

23B- The student is expected to describe environmental and technological influences on housing decisions.

1) BRAINSTORMING/RESEARCH/ORAL PRESENTATION

Lead students to brainstorm why conserving environmental resources in housing is important. Divide the class into small groups, and assign each group a research topic related to technology applications that can be used to conserve energy and other resources. Examples may include active and passive solar systems, windmills that produce electricity, geothermal heating, insulation materials, various fuels, retrofitting, and lighting. Have students use the Internet, textbooks, library, or other resources to gather information related to the assigned topic. Have students report findings to the class. Use the research findings to develop a class list of positive and negative environmental and technological influences.

2) GUEST SPEAKER

Invite a builder, utility company representative, and/or building supply store representative to speak to the class on the latest in techniques, materials, or technology applications to conserve energy and other resources. Ask the guest speaker to address retrofitting (fitted with new parts or equipment not available at the time of initial construction or production) as well as new construction. Included in the presentation should be information on simple, inexpensive things to do that can be done at any time (new or retrofit).

KEY QUESTIONS

- What new technology is available in housing to conserve energy and other resources?
- What characteristics do these new technology applications have?
- What are benefits of the new technology described?
- What are specific points to consider when determining techniques, materials, and technology applications related to housing? (Examples include energy efficiency of appliances, heating and cooling systems, windows, housing site, housing design and orientation, safety, security, communication, and temperature control.)
- What effects do the new technological features have on housing selection?
- How have technological features affected housing costs?
- Are the newest technological features worth increased housing costs? Why?

3) CLASS DISCUSSION/GROUP ACTIVITY

Lead a class discussion about environmental factors that influence housing choices. Examples might include climate, culture, economics,

NOTES

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SOCIAL STUDIES

and technology. Display a map of the United States that indicates average temperature and rainfall for each of the seasons in different regions of the country. Divide the class into small groups, and assign each group a geographic area of the United States. Have students use the Internet, library, textbooks, and other resources to gather information about characteristics of housing in the assigned geographic area. Have representatives of each group form a panel to discuss the characteristics of housing in their assigned geographic area and to compare the area with the local area in which students live.

KEY QUESTIONS

- How does average annual temperature affect housing design and construction?
- How does average annual rainfall affect housing design and construction?
- What additional environmental factors influence housing choices?
- How do environmental factors affect housing decisions? Give examples.
- Which environmental factors have the most influence on housing decisions?

FHA/HERO ACTIVITY

- STAR Event: Applied Technology

RESOURCES

PUBLICATIONS

U.S. General Services Administration, Consumer Information Center
Assorted publications:
"Energy Efficient Windows," #124F
"Energy Savers: Tips on Saving Energy & Money at Home," #341F
"Healthy Lawn, Healthy Environment," #343F

WEB SITE

U.S. General Services Administration, Consumer Information Center
www.pueblo.gsa.gov

23C- The student is expected to analyze housing considerations related to meeting family housing needs and promoting family strength.

1) GROUP ACTIVITY

Have students refer to Teaching Aid 163, ***Housing Priorities and Needs***, completed in Strategy 1, TEKS 23A, and review with students housing needs related to each period of adulthood. Have students work in groups to complete Teaching Aid 165, ***Housing Considerations***. For each period of adulthood, instruct students to describe considerations in meeting identified needs and promoting family strength. Lead students to share their results and to give specific examples of ways housing factors can meet needs and promote family strength in each period.

NOTES

TA 163 Housing Priorities and Needs

TA 165 Housing Considerations

2) BRAINSTORMING/WRITTEN EXERCISE

Lead students to brainstorm how the home in which a family lives affects their relationships within the family. For example:

- small and crowded – family members may get on each other's nerves, learn patience, become closer
- large – more privacy, family members possibly not as close
- expensive – may require multiple wage earners and therefore more sharing of duties

Encourage students to share their experiences. Have students write an essay on "How a House Can Impact the Family." Ask students to include how the house would affect all individuals within the family, including wage earners. Have students read their essays to other class members.

TAAS WRITING

3) CLASS DISCUSSION/GROUP ACTIVITY

Lead a class discussion about housing considerations related to sharing personal space at home and about how activities affect the sharing of utilized space. Divide the class into small groups, and instruct each group to write a "Bill of Rights" that summarizes the ground rules for living together. Have students include stipulations about such rights as privacy, time alone, space for personal belongings, and equal control over shared items. Display the "Bill of Rights" completed by each group.

KEY QUESTIONS

- Why is it important to consider the needs of all family members in making housing decisions?
- What are examples of times when needs of family members related to housing might conflict? How might these conflicts be resolved?
- What are ways space might be better utilized to meet needs of various family members?
- What are some ground rules that promote family strength among family members?

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NOTES

RESOURCES

Personal and Family Development

Knowledge and Skills.

(24) Housing.

The student determines types and costs of housing.

The student is expected to:

(A) identify types of single and multifamily housing;

(B) describe advantages and disadvantages of various housing types;

(C) determine methods of controlling housing costs; and

(D) discuss cultural, demographic, societal, and economic factors and their effect on housing trends.

24A- The student is expected to identify types of single and multifamily housing.

1) RESEARCH/VISUAL DISPLAY

Have students use the Internet, textbooks, library, or other resources to identify and define types of single and multifamily housing. Compare students' findings to types shown on Teaching Aid 166, ***Types of Single and Multifamily Housing***. Divide the class into small groups and assign each group a different type of housing. Have each group develop a visual display to illustrate their assigned housing type.

KEY QUESTIONS

- What are various types of single and multifamily housing?
- Why are there so many housing types available?
- What characteristics are common in all types of housing?
- What characteristics are unique in various types of housing?

2) GUEST SPEAKER

Invite a guest speaker, such as a Realtor, chamber of commerce representative, or representative of the local home builders or apartment association, to inform students about types and locations of single and multifamily housing available in the local community. Prior to the presentation, have the class members develop questions for the speaker.

KEY QUESTIONS

- What types of single and multifamily housing are available in the local community?
- Why are there so many housing types available?
- Which types are the most affordable and available?
- Which types of housing are most commonly selected by college students and singles?
- Which types are most often selected by couples in the beginning stage of the family life cycle?
- What is the difference between a townhouse and a single-family house?
- Do persons rent or own the various types of housing?
- How many families are allowed to live in duplexes, triplexes, and fourplexes?

NOTES

TA 166 Types of Single and Multifamily Housing

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NOTES

RESOURCES

WEB SITES

National Association of Home Builders
www.nahb.com

Texas Agricultural Extension Service (Contact the County Family and Consumer Sciences Agent)
fcs.tamu.edu

Texas Real Estate Commision
www.trec.state.tx.us

24B- The student is expected to describe advantages and disadvantages of various housing types.

1) EDUCATIONAL TOUR OR PRESENTATION/GROUP ACTIVITY

Arrange for students to visit various types of single and multifamily housing, or arrange a slide, videotape, or mounted picture presentation of various types of housing.

List each of the types of single and multifamily housing identified in Strategy 1, TEKS 24A, on a separate index card. Divide the cards among groups of students. For each housing type, have group members research and write advantages and disadvantages on the back of the index card. Lead a class discussion on advantages and disadvantages of the various housing types.

KEY QUESTIONS

- What are advantages and disadvantages of living in single-family housing?
- What are advantages and disadvantages of living in multifamily housing?
- What factors would determine the housing types considered by an individual or family? (Factors may include life-cycle stage, mobility, financial resources, and personal preferences.)

NOTES

2) CLASS DISCUSSION

Assist students in using apartment guides, Realtor brochures, newspapers, magazines, Internet, and other resources to gather information about the size, monthly cost, down payment, deposits, insurance, lease agreements, utility costs, etc. of various types of single and multifamily housing. Lead a class discussion, pointing out advantages and disadvantages of renting and owning housing.

KEY QUESTIONS

- What are advantages and disadvantages of renting a home? (Advantages might include that rent is usually a more manageable amount of money and that when renting, it is easier to move; also, the renter is not usually responsible for maintenance. Disadvantages might include that a renter needs permission to make changes.)
- What are advantages and disadvantages of owning a home? (Advantages might include that the person can make changes in the home and that home ownership is a good monetary investment. Disadvantages might include that the owner is responsible for all upkeep and that it is much more difficult to move.)

NOTES

RESOURCES

PUBLICATIONS

U.S. General Services Administration, Consumer Information Center
Assorted publications:
"How to Buy a Home with a Low Down Payment," #572F
"How to Buy a Manufactured (Mobile) Home," #338F
"The HUD Homebuying Guide," #573F

WEB SITES

Ask the Builder
www.askbuild.com

homeowners.com
www.homeowners.com

U.S. General Services Administration, Consumer Information Center
www.pueblo.gsa.gov

24C- The student is expected to determine methods of controlling housing costs.

NOTES

1) BRAINSTORMING/CLASS DISCUSSION

Lead students to brainstorm factors that influence housing costs when:

1. securing housing – such as size, location, rent versus buy, and options or "extras;" and
2. operating/maintaining housing – such as heating and cooling, lighting, appliances, utility use (gas, electricity, water), repairs, and maintenance.

Write each of the factors on the board or on a transparency. Lead students to determine cost-controlling methods related to each factor.

KEY QUESTIONS

- How do dwelling size and location influence the cost of housing?
- How are housing costs impacted by the decision to rent or buy?
- What are examples of options or "extras" that add to the cost of housing?
- What are ways to save on energy-related costs of operating housing space?
- What are ways to save on repairs and maintenance?

2) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Review with students differences between needs and wants. Have students choose a type of housing they might select in the beginning stage of their family life cycle and list items they need and items they want in their homes. After lists are made, have students use real estate listing books, pamphlets, flyers, newspaper advertisements, the Internet, and other resources to estimate costs of housing that includes the desired items. Lead students to discuss their findings.

KEY QUESTIONS

- How do costs of wants compare with costs of needs on the lists?
- Which items could be revised or eliminated in order to reduce housing costs?
- Why is it important to differentiate between housing needs and wants in order to control housing costs?

3) GUEST SPEAKER/GROUP ACTIVITY

Invite the county extension agent for family and consumer sciences to speak to the class about techniques, materials, day-to-day practices, or technology applications that conserve energy and other resources, or ask the county agent to provide educational literature on this topic. Ask the speaker to identify human practices for controlling housing cost

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such as turning off unneeded lights, using energy-efficient lighting, lowering water temperature, landscaping, thermostat settings, water conservation, and energy conservation adaptations, such as weatherizing homes.

Divide the class into two groups. Assign one group to focus on housing in a warm climate and the other group to focus on housing in a cool climate. Have each group list specific techniques, materials, day-to-day practices, and technology that might be used to control costs (for example, energy efficiency of appliances, heating and cooling systems, windows, housing site, and housing design and orientation). Have students prepare a visual display representing their findings. Have groups share their information with the class.

3) GUEST SPEAKER

Invite a speaker, such as a representative from a mortgage lending association, to address the topic "Controlling Housing Costs – What First-Time Home Buyers Need to Know." Have the class develop questions for the speaker.

KEY QUESTIONS

- What are advantages and disadvantages of buying a new home versus an existing home?
- What is a home mortgage?
- What types of mortgages are available? How do they differ?
- How do you apply for a home mortgage loan?
- How do you determine how much you can afford to spend on a home?
- What are closing costs?
- What does a house payment include?
- What can a first-time home buyer do to control housing costs?

FHA/HERO ACTIVITY

- Develop a newsletter on various institutions interest rates, average cost of home in the area, and information about builders in the area. Distribute during FHA/HERO Week.

RESOURCES

PUBLICATIONS

U.S. General Services Administration, Consumer Information Center
Assorted publications:
"How to Buy a Home with a Low Down Payment," #572F
"How to Buy a Manufactured (Mobile) Home," #338F
"The HUD Homebuying Guide," #573F
www.pueblo.gsa.gov

WEB SITES

Ask the Builder
www.askbuild.com
homeowners.com
www.homeowners.com
housenet.com
www.housenet.com
Mortgage 101
www.mortgage101.com

24D- The student is expected to discuss cultural, demographic, societal, and economic factors and their effect on housing trends.

1) GROUP ACTIVITY/CLASS DISCUSSION

Have students work in groups to complete Teaching Aids 167a through 167c, ***Trends Impacting Housing***. Explain as necessary what is meant by cultural, demographic, societal, and economic factors/trends; point out that the categories often overlap, so students should not be too concerned whether they categorize a specific factor, for example, as demographic or societal. Have students search for information on the Internet or in current references to fill in the chart. The Joint Center for Housing Studies publishes "The State of the Nation's Housing," a good source of information on factors impacting housing (see Resources). Have groups share their completed charts, and then lead students to discuss the effects on housing trends of each of the cultural, demographic, societal, and economic factors/trends identified. Teaching Aid 167b and 167c may be used as a resource to provide one or two "starter" examples at the beginning of the activity and to supplement discussion at the end.

KEY QUESTIONS

- What cultural influences on housing styles are evident in your local community? in other cities or states you have visited?
- How is the housing market in your community being impacted currently by some of the factors and trends identified?
- How would you predict some of the specific factors and trends are likely to impact your own housing choices over the next several years?

2) GUEST SPEAKER

Invite an architect or builder to class to discuss cultural, demographic, societal, and economic factors and their effect on housing trends in the United States as well as in the community in which you live. Have students prepare questions in advance for the speaker and follow up with notes of appreciation.

KEY QUESTIONS

- What are some major changes in housing trends in the last ten to twenty years?
- How have changing family patterns affected housing design?
- How have kitchens, living areas, and bathrooms changed?
- How have changing economic factors affected housing?
- How have societal changes affected housing trends?
- How has the increase in dual-career families affected housing?
- How have multigenerational households impacted the housing industry?
- How have changing cultural demographics affected the housing industry?

NOTES

TA 167a-c
Trends Impacting Housing

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NOTES

3) EDUCATIONAL TOUR OR RESEARCH/VISUAL DISPLAY

Arrange an educational tour of a building supply store, lumber company, or interior design studio, or have students use magazines, newspapers, or catalogs to gather information on housing trends that have been influenced by societal and economic factors. Have students use computer software, magazines, catalogs, etc. to select pictures and describe innovative trends in housing. Have students create a visual display to share with the class or give an oral report.

RESOURCES

WEB SITE

Joint Center for Housing Studies
www.gsd.harvard.edu/jcenter

Personal and Family Development

Knowledge and Skills.

(25) Housing.

The student follows guidelines for the selection, use, maintenance, and care of home furnishings and equipment.

The student is expected to:

(A) identify aesthetic and functional considerations guiding home furnishings selection and use;

(B) determine methods of controlling home furnishings and equipment costs;

(C) describe safe use and care of home furnishings and major household equipment;

(D) demonstrate home maintenance and sanitation procedures; and

(E) determine home safety hazards and methods to correct them.

25A- *The student is expected to identify aesthetic and functional considerations guiding home furnishings selection and use.*

NOTES

1) RESEARCH/VISUAL DISPLAY

Display Teaching Aid 168, ***Principles of Design***, and briefly introduce and explain principles of design. Divide the class into groups, and assign each group one of the principles to research, using the Internet, textbooks, and other resources. Have students use the Internet, magazines, or catalogs to select pictures of home furnishings examples of balance, rhythm, emphasis, proportion, and harmony/unity. Have groups create visual displays of the examples to share with the class. Point out how principles of design guide selection and arrangement of home furnishings that are aesthetically pleasing.

TA 168 Principles of Design

2) RESEARCH/CLASS DISCUSSION

Have students use textbooks, magazines, and other resources to identify guidelines for selecting home furnishings that fit well in different rooms. Lead students to share and compile guidelines, and discuss how design and function are considerations in selecting and arranging home furnishings. Point out, for example, the importance of keeping traffic lanes open between doorways, arranging a room for conversation, arranging a study or reading area for most effective use, arranging a room so it is safe and easy to clean, arranging a room for watching television, having some of the heavy furniture on each side of the room, and putting large pieces parallel to walls.

TAAS READING

KEY QUESTIONS

- Why should furnishings that are used together be placed together?
- Why is it important that furniture be arranged so windows are easily accessible for opening and closing?
- What are other things to consider in selecting and using home furnishings?

3) INDIVIDUAL ACTIVITY

Have students analyze the arrangements of furniture shown in the two rooms on Teaching Aid 169, ***Furniture Arrangement***. Guide students to determine the effectiveness of the furniture arrangement by answering the questions on Teaching Aid 170, ***Analyzing Furniture Arrangement***. Lead students to share responses. Ask them to point out applications of the guidelines compiled in the previous activity (Strategy 2).

TA 169 Furniture Arrangement

TA 170 Analyzing Furniture Arrangement

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TA 171 Furniture Cut-Outs

TA 172 Arranging Bedroom Furniture

TAAS MATH

4) INDIVIDUAL ACTIVITY

Have students practice arranging furniture with furniture cut-outs. Provide students with 1/4" graph paper and cut-outs from Teaching Aid 171, ***Furniture Cut-Outs***, or obtain room diagrams and cut-outs from a furniture distributor, commercial source, or computer software. Referring to case studies on Teaching Aid 172, ***Arranging Bedroom Furniture***, have students draw the three bedrooms to scale on the graph paper (1/4" = 1') and design a furniture arrangement for each. (If students want furniture that is not included in the cut-outs, they may develop additional cut-outs to scale.) Instruct students to consider both design principles and functional guidelines in arranging furniture. Display and allow students to compare completed arrangements.

5) BRAINSTORMING/EDUCATIONAL TOUR

Lead students to brainstorm items that may be used as home furnishings accessories, such as pictures, wall hangings, lamps, individual collections, vases, plants, etc. Point out how design principles may be applied to selection and use of accessories. Arrange for a sales associate or interior designer to guide students on a tour of a furniture showroom to observe model rooms decorated in various styles. Have students prepare questions in advance for the tour director and follow up with notes of appreciation.

KEY QUESTIONS

- What major themes are expressed by the room decorations?
- How do the accessories influence the theme of the room?
- How have design principles been utilized in the rooms?
- How has color been used?
- Which principles of design have been followed in grouping pictures of various sizes or in combining decorative objects?
- What are examples of emphasis found in use of accessories in the rooms?

RESOURCES

WEB SITE

Home Furnishings NetQuarters
www.homefurnish.com

25B- The student is expected to determine methods of controlling home furnishings and equipment costs.

1) BRAINSTORMING/GROUP ACTIVITY

Lead students in brainstorming to list as many examples as possible of home furnishings and equipment needed for a first apartment or home. Divide the list among pairs of students. For each assigned item, have pairs consult catalogs, newspapers, magazines, the Internet, or other resources to locate cost information and suggestions for managing home furnishings and equipment costs. Have pairs record the following information on separate index cards:

- name of item
- possible sources for obtaining the item
- price range of item if purchased
- suggestions for controlling the cost of the item (suggestions may relate to acquisition of the item, as well as to assurance of quality and long-term reliability)

Help students categorize the items/index cards, and lead a discussion on methods of controlling costs related to the acquisition of home furnishings and equipment.

KEY QUESTIONS

- What are examples of sources for obtaining home furnishings and equipment items?*
- Why do price ranges vary so much for specific items?
- How can comparison shopping reduce purchase costs?
- What options exist rather than purchasing new items?
- What are advantages and disadvantages of buying home furnishings and equipment secondhand at garage/estate sales, antique malls, or from friends and relatives?
- When might it be wise to pay a little more up front to ensure quality and reliability? (for example, when purchasing an appliance that will have heavy use and needs to last a long time)
- What are additional suggestions for controlling home furnishings and equipment costs?

* Examples of sources include furniture stores, appliance stores, department stores, discount department stores, warehouse showrooms, mail-order, Internet, specialty, unfinished-furniture stores, and furniture/appliance rental stores; used furniture pieces from relatives or friends; or resale sources including garage sales, estate sales, and antique malls.

2) GROUP ACTIVITY/VISUAL DISPLAY

Have students clip pictures that illustrate new trends in furniture, accessories, and equipment from magazines, newspapers, or newsletters that contain home furnishings sections. Have students mount

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the pictures and describe the size, color, type of materials used, cost, etc., for each illustration. Divide the class into small groups, and assign each group different pictures of furniture, accessories, and equipment. Instruct groups to use advertisements, library resources, the Internet, or on-site visits to locate less expensive models of the selected items. Have students make a visual presentation of their findings for the class.

KEY QUESTIONS

- What new trends in furniture, accessories, and equipment were discovered?
- When is it better to create and renovate instead of buying new furnishings?
- What are examples of cost savings found through seeking comparable, less expensive models?

3) CASE STUDY/ORAL PRESENTATION

TA 173 ***Furnishing a Home – Case Study***

TAAS MATH

Divide the class into groups, and provide each group with a copy of Teaching Aid 173, ***Furnishing a Home – Case Study***. Review the case study and directions with students, explaining that their task is to come up with a plan for obtaining home furnishings and equipment for the young adult described. Write varying dollar amounts on slips of paper and give a slip to each group, explaining that groups will have differing amounts of money with which to work. Have groups present their completed assignments to the class. Point out differences in plans and ways costs were controlled under different budgets.

Option: You may want to have students develop a different case study more applicable to their specific situations. You may also want their input on the varying dollar amounts to use for the case study budgets.

RESOURCES

25C- The student is expected to describe safe use and care of home furnishings and major household equipment.

NOTES

1) EDUCATIONAL TOUR

Arrange for the class to visit a business that sells home furnishings and household equipment. Have a tour guide (a sales associate or manager) show examples of a variety of household equipment available. Examples include refrigerators, freezers, dishwashers, ranges, microwave ovens, trash compactors, food disposers, washers and dryers, water softening and purifying equipment, cooling equipment, and heating equipment. Ask the tour guide to emphasize the importance of following proper use and care procedures and to point out how consumers can learn those procedures for each item. Have students locate information on equipment nameplate and information labels and record information describing safe use and care.

KEY QUESTIONS

- How can consumers find use and care information on home furnishings equipment items?
- What information was found on the equipment nameplate?
- What additional information was found on various equipment items?
- Why is it important to read and follow use and care manuals?
- What are suggestions for keeping up with use and care manuals over the life of equipment items?

2) INDIVIDUAL ACTIVITY/ORAL PRESENTATION

Have students randomly draw from a box containing slips of paper on which names of various items of furniture and equipment are written. Examples may include an upholstered corduroy couch, washer and dryer, refrigerator, wooden dining table and upholstered chairs, etc. Have students use the Internet, magazines, or reference books to gather information on the safe use and care of the assigned item. Have students present findings to the class through a visual and oral presentation.

3) WRITTEN EXERCISE/CLASS DISCUSSION

Assemble an assortment of use and care manuals from various home furnishings and major household equipment items. Give each student one of the manuals to read, interpret, and summarize. Have students outline the most important procedures, explain why they are important, and point out any safety warnings presented in the manual. Lead students to share their outlines and describe safe use and care procedures.

TAAS READING

TAAS WRITING

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KEY QUESTIONS

- What were examples of recommended procedures regarding use of home furnishings and major household equipment?
- What were examples of recommended procedures regarding care and maintenance?
- Why is it important to keep exposed operating parts clean and free from dust buildup? (for example, refrigerator/freezer coils, heating/cooling equipment and filters)
- How does proper maintenance contribute to energy efficiency of equipment items? to safety? to life expectancy?

RESOURCES

25D- The student is expected to demonstrate home maintenance and sanitation procedures.

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have students list home maintenance tasks for which they might be responsible by completing Teaching Aid 174, ***Home Maintenance Tasks***. Tasks should include those needed outdoors as well as indoors. Lead students to share from their lists and discuss procedures they use to perform the more complex tasks.

Examples of tasks may include the following (the frequency needed may vary based on individual circumstances - i.e., number and age of family members, climate, season):

- daily – making the bed; putting schoolbooks away after using; putting clothes, shoes, and dirty clothes in their proper place; cleaning counters and table; washing dishes; emptying garbage as needed
- weekly – straightening dresser drawers, shelves, closets; changing bed sheets; dusting; vacuuming, mopping, or sweeping floors; cleaning the bathroom
- occasional (including outdoors) – picking up trash; mowing the lawn; raking leaves; sweeping porches, sidewalks, etc.; cleaning up after pets; caring for a garden; washing windows

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TA 174 Home Maintenance Tasks

KEY QUESTIONS

- What are examples of maintenance tasks you perform at home?
- How did you learn how to perform the tasks?
- What suggestions do you have for improving procedures in order to perform tasks more effectively and efficiently?

2) RESEARCH/LABORATORY EXPERIENCE

TAAS MATH

Have students list supplies and equipment needed to clean a small home and then research the cost of the items. Assuming that the supplies last three months, have students calculate the monthly maintenance cost for a small home.

Divide the class into pairs, and assign each pair an item in the classroom to clean, wax, maintain, and/or sanitize. Have students consult magazines, references, and the Internet to gather information they can apply to their assigned task. Have students present a "show and tell" report of home maintenance and sanitation procedures to the class. **Variation**: Have students make a plan for cleaning the classroom. Have them list supplies needed, assign tasks, estimate the time needed, carry out the plan, and evaluate the class experience.

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TAAS WRITING

3) PROJECT/WRITTEN ACTIVITY

Assign students to demonstrate daily, weekly, and occasional home maintenance and sanitation procedures in their own homes. Have students keep a written journal listing and describing the procedures they practice for a one, two, or three-week period. Instruct students to select at least one task they already perform and describe procedures they implemented to do the task more efficiently and effectively, and to select, perform, and describe procedures for one new task. Discuss students' experiences and compile suggestions for performing home maintenance and sanitation procedures.

KEY QUESTIONS

- What factors affect the care and sanitation of various furnishings and equipment?
- What are helpful hints for maintaining and sanitizing various areas and equipment?
- What cleaning supplies and equipment are needed to clean the living area? the bathroom? the kitchen? the dining area? outdoor areas?
- What are advantages of sharing responsibility for maintenance and sanitation tasks?

RESOURCES

WEB SITE

Hoover Home Institute
www.hoovercompany.com

25E- The student is expected to determine home safety hazards and methods to correct them.

1) VIDEOTAPE/INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have students view a videotape on safety hazards in the home. Instruct students to take notes on hazards identified and suggestions for avoiding or correcting them.

Distribute copies of Teaching Aid 175, ***Is This Home Safe?*** Have students locate and list the hazards on a separate sheet of paper. Beside each hazard, have students describe methods to correct the hazard. Ask students how many hazards each was able to identify, and let students check their work with Teaching Aid 176, ***How Many Safety Hazards Did You Find?***

Lead a class discussion on common hazards found in the home and how to correct them.

NOTES

TAAS WRITING

TA 175 Is This Home Safe?

TA 176 How Many Safety Hazards Did You Find?

KEY QUESTIONS
- What are common home hazards?
- Which hazards relate to use of home furnishings and equipment?
- Which hazards relate to electrical home safety?
- What basic safety guidelines can correct these hazards?

2) GROUP ACTIVITY/ORAL PRESENTATION

Divide the class into small groups. Assign each group a magazine or newspaper article describing an incident that occurred as the result of a home safety hazard. Instruct each group to discuss the incident and report the following to the class:
- a description of what happened, including all consequences reported or predicted as a result
- hazard(s) that may have contributed to the incident
- recommended methods to prevent recurrence of such an incident

3) GUEST SPEAKER/CLASS PROJECT

SCIENCE

Invite a science teacher to present information about electricity and safety to the class. Suggested topics to cover include basic concepts about what electricity is, electrical current, fuses and circuit breakers, prevention of electrical shock (proper grounding), and electrical fire hazards. Encourage students to take note and ask questions during the presentation.

Lead students in a class project to compose a checklist for evaluating electrical home safety. In addition to information presented by the speaker, have students consult reference books, the Internet, and

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family members/friends who have worked with electricity to learn about important precautions to take in dealing with electricity. Acquire any printed information available from a local utility company regarding electrical safety, and have students incorporate these ideas into the checklist.

Have students use the completed checklist to check their own homes and determine ways to eliminate safety hazards or to improve electrical home safety.

FHA/HERO ACTIVITIES

- Chapter Service Project: Disseminate the electrical safety checklist developed in Activity 3 to community groups.
- Chapter Project: Develop program for children on fire evacuation/tornado drills. Present the program to elementary schools or child care centers.
- Additional FHA/HERO activity ideas for this TEKS are found in the **Blended Activities** section.

RESOURCES

Personal and Family Development

Knowledge and Skills.

(26) Housing.

The student determines career opportunities related to the housing industry.

The student is expected to:

(A) identify employment and entrepreneurial opportunities and preparation requirements in housing;

(B) describe rewards, demands, and future trends in housing careers.

26A- The student is expected to identify employment and entrepreneurial opportunities and preparation requirements in housing.

TEKS 6A, 6B, 10A, 10B, 14A, 14B, 18A, 18B, 22A, 22B, 26A, and 26B all refer to the career options related to various content specializations. The instructional strategies and Teaching Aids that are used in TEKS 6A and 6B are referenced throughout the Personal and Family Development course. Students should keep copies of handouts in a file for future use.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) INDIVIDUAL ACTIVITY/RESEARCH/PROJECT

Have students research job titles and descriptions of housing careers using available technology such as the following:

- satellite feed (learning channel)
- CD-ROM Encyclopedias
- Internet
- *Dictionary of Occupational Titles*
- *Occupational Outlook Handbook*

Provide students with copies of the following Teaching Aids or similar handouts:

TA 32a-b, ***Definitions of Employability Terms***
TA 33, ***Guidelines for Writing Resumés***
TA 34, ***Guidelines for Writing Letters of Application***
TA 35, ***Guidelines for Completing Job Applications***
TA 36, ***Sample Job Application***
TA 37, ***Interview Questions***
TA 38, ***Sample Follow-up Letter***
TA 39, ***Guidelines for Terminating Employment***

Have students use computer software to create a flyer or brochure that describes the employment and entrepreneurial opportunities and preparation requirements in the area of housing. Distribute copies of Teaching Aid 40, ***Employment and Entrepreneurial Opportunities Project,*** to students. Review the requirement for successful completion of the flyer project. Make a visual display of the flyers available for all students in the class.

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TA 32a-b ***Definitions of Employability Terms***

TA 33 ***Guidelines for Writing Resumés***

TA 34 ***Guidelines for Writing Letters of Application***

TA 35 ***Guidelines for Completing Job Applications***

TA 36 ***Sample Job Application***

TA 37 ***Interview Questions***

TA 38 ***Sample Follow-up Letter***

TA 39 ***Guidelines for Terminating Employment***

TA 40 ***Employment and Entrepreneurial Opportunities Project***

TAAS WRITING

NOTES

TA 41 Career Investigation

TAAS READING

TAAS WRITING

2) INDIVIDUAL ACTIVITY/RESEARCH/PROJECT

Have students research a career in the housing area that they have an interest in or would like to know more about. Have students complete the assignment on Teaching Aid 41, ***Career Investigation***. Have students use the Internet as a resource and computer software to complete the written components of the project. Have students submit their project in a folder. Have students share information about their researched career with the class.

FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: All Units
- Power of One: Working on Working
- STAR Events: Job Interview; Entrepreneurship
- Leaders at Work
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Future Homemakers of America, Inc., 1998. *FHA/HERO Career Connection.*

Future Homemakers of America, Inc., 1999. *Leaders at Work.*

Future Homemakers of America, Inc., 1993. *Power of One.*

Home Economics Curriculum Center, 1997. *Skills for Life*, Unit 6, "Employability Skills."

WEB SITES

American Association of Family and Consumer Sciences
www.aafcs.org

Library of the Workplace
www.cord.org/workplacelibrary

Monster Board
www.monster.com

National Association of Colleges and Employers
www.jobweb.org

26B- The student is expected to describe rewards, demands, and future trends in housing careers.

TEKS 6A, 6B, 10A, 10B, 14A, 14B, 18A, 18B, 22A, 22B, 26A, and 26B all refer to the career options related to various content specializations. The instructional strategies and Teaching Aids that are used in TEKS 6A and 6B are referenced throughout the Personal and Family Development course. Students should keep copies of handouts in a file for future use.

NOTES

1) PANEL DISCUSSION

Invite community members to be a part of a panel of representatives of various housing careers. Examples of panel participants include an interior designer, architect, individual involved with historic preservation, furnishings sales manager/associate, Realtor, or home builder. Ask guest panel members to share the rewards, demands, and future trends in careers related to housing.

As an alternate activity, have students view videotapes or gather information using textbooks, library resources, Internet, or selected references on rewards, demands, and future trends in careers related to housing.

KEY QUESTIONS

- What are rewards of careers in the housing industry?
- What are demands, duties, and responsibilities of careers in the housing industry?
- What are predictions for future trends for careers in this field?

2) INTERVIEW/CLASS DISCUSSION

Have students interview someone who works in a housing career to gather information about the rewards, demands, and future trends in careers in this field. Students may use the telephone, E-mail, written correspondence, or personal interview methods to secure the information. Have students use Teaching Aid 177, ***Interview Record for Housing Career Exploration***, to record their findings. Lead a class discussion on these careers, asking student volunteers to share their interview results with the class.

TA 177 ***Interview Record for Housing Career Exploration***

NOTES

KEY QUESTIONS

- What are similarities and differences in rewards of various careers in the housing industry?
- What are similarities and differences in duties and responsibilities of various careers in the housing industry?
- What are unusual duties and responsibilities of careers in this field?
- Which housing careers are available in this community?
- How would you compare the job outlook for the housing career opportunities available in this community with opportunities available elsewhere?
- What are future trends for careers in the housing industry?

FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: All Units
- Power of One: Working on Working
- STAR Event: Entrepreneurship
- Leaders at Work
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Future Homemakers of America, Inc., 1998. *FHA/HERO Career Connection.*
Future Homemakers of America, Inc., 1999. *Leaders at Work.*
Future Homemakers of America, Inc., 1993. *Power of One.*
Home Economics Curriculum Center, 1997. *Skills for Life*, Unit 6, "Employability Skills."

WEB SITES

American Association of Family and Consumer Sciences
www.aafcs.org
American Management Association
www.amanet.org
International Association of Financial Planners
www.iafp.org
Library of the Workplace
www.cord.org/workplacelibrary
Monster Board
www.monster.com
National Association of Colleges and Employers
www.jobweb.org

Personal and Family Development

Knowledge and Skills.

(27) Career preparation.

The student exhibits qualities of effective leaders and team members.

The student is expected to:

(A) evaluate leadership characteristics;

(B) practice leadership skills;

(C) describe qualities of effective team members;

(D) describe the relationship of leadership and teamwork skills to preparation for employment and adult roles; and

(E) determine techniques effective leaders and team members use to promote an appreciation and understanding of cultural diversity.

27A- The student is expected to evaluate leadership characteristics.

1) GROUP ACTIVITY

NOTES

TA 178 Leadership Styles

Divide the class into small groups. Give each group one package of drinking straws, one package of straight pins, newsprint, felt-tipped markers, and masking tape. Groups also will need pencils and paper. Have each group make a sculpture using the distributed items. Instruct students to appoint one member of the group to be an observer and another member to be the leader. Each group leader should use a different kind of leadership style. Assign one of the following leadership styles to each leader:

- democratic leader – listens to suggestions made by group members and leads the group to a consensus
- dictator/authoritarian leader – avoids any suggestions from group members; the project becomes the idea of the leader
- "hands-off"/laissez faire leader – lets every group member do whatever he or she wants

Give each group a copy of Teaching Aid 178, ***Leadership Styles***, and clarify differences between the three styles of leaders before the groups begin their work. Set a time limit for groups to make the sculptures. When the groups have finished, lead a class discussion on what happened within various groups.

KEY QUESTIONS

- How did it feel to work under the democratic leader? the dictator? the "hands-off" leader?
- For the leaders, how did it feel to lead with the different styles?
- What personal satisfaction did you feel after your group completed the project?
- What could have been changed in order to complete the project more effectively?
- What was each person's part in completing the sculpture?
- Under which leadership style would you feel the most comfortable working as a team member? Why?
- With which style would you be most comfortable leading a group? Why?

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2) BRAINSTORMING/WRITTEN EXERCISE

TA 179 Leadership Characteristics

Lead students to brainstorm characteristics that contribute to being an effective leader. Ask a recorder to write all characteristics on the board or on a transparency. Use Teaching Aid 179, ***Leadership Characteristics***, as needed to expand the list. Have students use dictionaries and reference books to define and elaborate upon each characteristic and describe its importance to leadership.

NOTES

TAAS WRITING

Assign students to select five characteristics they deem most important to being an effective leader and write a short essay explaining the importance of the selected leadership traits. Lead students in sharing the rationale for their selections to one another.

FHA/HERO ACTIVITY

- Power of One: Take the Lead – Students develop a handout or visual display highlighting important leadership characteristics
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life,* Module 4B, "Leadership."

27B- The student is expected to practice leadership skills.

1) WRITTEN EXERCISE/CLASS DISCUSSION

Ask students to respond to the following statement: "Leadership is a learned behavior that anyone can develop through study and practice." Information from *Skills for Life* Module 4B, "Leadership," can be used to help students understand the importance of group participation and leadership practice to developing effective leadership skills. Have students complete Teaching Aid 180, ***Practicing Leadership Skills***. Point out that in answering questions 1-3, students may report on their own experiences, or they may interview someone else and report.

After students have completed the activity, lead them to share and discuss their responses.

NOTES

TA 180 Practicing Leadership Skills

SOCIAL STUDIES

KEY QUESTIONS

- How did each experience described by students provide opportunities to practice leadership skills?
- What leadership characteristics were utilized in each instance?
- Why is it so important to gain experiences both as a group member and as a leader?
- How do skills as a leader and group member contribute to being an effective citizen in our democratic society?

2) INDIVIDUAL ACTIVITY

Have students submit two forms of evidence that they have practiced leadership skills. They may use the two following methods or may propose and obtain approval to substitute additional methods.

- Have students submit evidence in the form of a note or letter from a parent, employer, community leader, or teacher who has observed the ability of the student to take and follow both oral and written directions.
- Have students practice punctuality and dependability at home, work, or school for a period of one week. For evaluation, have students submit a written record of accomplishments documented with dates, events, and a verification signature by the person who observed the conduct.

Ask each student to describe orally two ways the experience helped enhance their overall leadership skills.

3) PROJECT/ FHA/HERO

Have students conduct a leadership project by selecting a leadership skill to work on, such as interpersonal skills, communication skills,

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managerial skills, or entrepreneurial skills. If students are employed, they might ask their employer to assist them in choosing a leadership skill to work on. Have students use the FHA/HERO planning process in conducting their project.

FHA/HERO ACTIVITIES

- Power of One: A Better You; Take the Lead
- Chapter Activity: During chapter projects, practice parliamentary procedure.
- Chapter Project: Develop a leadership skills workshop and present it to peers or younger children.
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Future Homemakers of America, Inc. *FHA/HERO Handbook*.

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 4B, "Leadership."

WEB SITE

Texas Agricultural Extension Service (4H and Youth Divisions)
agweb.tamu.edu

27C- *The student is expected to describe qualities of effective team members.*

NOTES

1) BRAINSTORMING/WRITTEN EXERCISE

Ask students to list as many examples of teams as they can. With those examples in mind, lead students to brainstorm qualities that individuals need to possess to be effective members of those teams. Compare responses to qualities shown on Teaching Aid 181, ***Qualities of Effective Team Members***.

TA 181 Qualities of Effective Team Members

Assign students to write a one-page report describing qualities they think are most important to working effectively as a team member and justifying their selection of qualities. Lead students to share and discuss their reports.

TAAS WRITING

KEY QUESTIONS
- What qualities were most frequently cited as important to working effectively as a team member?
- What happens to a team when these qualities are not exhibited by group members?
- How can teams improve the teamwork skills of each member and the group as a whole?

2) INDIVIDUAL ACTIVITY

Have students complete Teaching Aid 182, ***How Do I Rate As A Team Member?***, to rate their personal potential for success as a team member. After completing the rating sheet, instruct students to respond to the key questions in writing.

TA 182 How Do I Rate As a Team Member?

KEY QUESTIONS
- What are your strongest qualities as a team member?
- Which qualities need improvement?
- What plan of action can you take to help you improve these qualities?
- How will improving these qualities benefit you at school? at home? in the community? in the workplace?
- In what other ways will you benefit by improving the qualities?

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FHA/HERO ACTIVITIES

- Power of One: A Better You; Take the Lead
- Chapter Activity: Practice team member skills during chapter activities.
- STAR Event: Parliamentary Procedure
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

WEB SITE

Texas Agricultural Extension Service (4H and Youth Divisions)
agweb.tamu.edu

27D- The student is expected to describe the relationship of leadership and teamwork skills to preparation for employment and adult roles.

1) GROUP ACTIVITY/ROLE PLAY/CLASS DISCUSSION

Review with students the qualities of effective leaders and team members they identified through activities in TEKS 27A and 27C. Refer back to Teaching Aid 179, ***Leadership Characteristics***, and Teaching Aid 181, ***Qualities of Effective Team Members***. Divide the class into groups, and ask each group to describe how the identified leadership and teamwork skills help prepare for employment and adult roles.

Have each group select one leadership characteristic and one quality of effective team members and create role plays demonstrating each characteristic in a workplace or adult role situation. Following each group's role play presentation, have a member of the group summarize the role play.

KEY QUESTION

- How do teamwork and leadership skills contribute to effectiveness in adult roles as family members?

Lead a class discussion on the relationship of leadership and teamwork skills to preparation for employment and adult roles.

KEY QUESTIONS

- How will specific leadership and teamwork skills important to students help prepare for employment and adult roles?
- How do communication and listening skills apply to experiences in adult roles?
- How do traits such as dependability, punctuality, and initiative contribute to employment and adult roles?
- How do skills related to working well with others contribute to employment and adult roles?
- Why does it benefit students to develop those skills today instead of waiting until they are needed for adult roles?
- How do one's leadership and teamwork skills impact the following:
  - – applying for, interviewing for, and obtaining a job?
  - – performing well on the job?
  - – advancing to higher employment positions?
  - – supervising other persons?
  - – building self-confidence and self-esteem?
  - – experiencing fulfillment through working with/serving others?

NOTES

TA 179 Leadership Characteristics

TA 181 Qualities of Effective Team Members

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NOTES

TA 183 What Are Employers Looking For?

TA 184 Why Work in Teams?

2) CLASS DISCUSSION/INTERVIEWS

Display Teaching Aid 183, ***What Are Employers Looking For?*** Point out that in this annual survey, teamwork was one of the top skills employers were looking for in job candidates in 1997. Ask students to speculate reasons why teamwork is so important to employers; display Teaching Aid 184, ***Why Work in Teams?***, to facilitate discussion. Assign each student to interview an employer about the importance of leadership and teamwork skills in their workplace and report responses to the class. Guide students in developing a standard form to guide interviews. Sample questions may include:

- What teamwork and leadership skills are important at your place of work?
- Why are these skills important?
- How do you determine whether or not a job applicant possesses such skills? (for example, experience with high school teams, youth organizations, volunteer work, etc.)
- What effect does possessing, or not possessing, these skills have on your hiring decisions?
- What would you recommend to students to help them strengthen leadership and teamwork skills while in school?

Lead students to compile interview responses and to draw conclusions about the relationship of leadership and teamwork skills to preparation for employment and adult roles.

FHA/HERO ACTIVITIES

- Leaders at Work
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

WEB SITE

Texas Agricultural Extension Service (4H and Youth Divisions)
agweb.tamu.edu

27E- The student is expected to determine techniques effective leaders and team members use to promote an appreciation and understanding of cultural diversity.

NOTES

1) GROUP ACTIVITY/CLASS DISCUSSION

Divide the class into groups. Provide each student with a copy of Teaching Aid 185, ***How Groups Are Alike and How They Are Different***, and have them work within their groups to complete the written activity. (Each student will complete the sheet, but answers 1-7 should end up the same for all members within a group.) Lead students to share and discuss responses.

TA 185 How Groups Are Alike and How They Are Different

KEY QUESTIONS

- What were examples of likes and dislikes among group members?
- In what ways were individuals in the groups alike (question 5)?
- In what ways were individuals in the groups different (question 6)?
- How did each group work together to decide on answers (question 7)?
- How might feeling different from others in the group in certain ways (related to question 8) impact how one relates to and works within a group?
- Why is it important for leaders and team members to be aware of potential differences when they are working with a group?
- What rules were suggested for working well with people in groups (question 9)?

2) RESEARCH/WRITTEN EXERCISE

Have a student volunteer read Teaching Aid 186, ***Strength in Differences***, aloud to the class. Point out that the cultural influences that help shape our personalities make us each unique in many ways – different from others. Differences among group members can make the group stronger as a whole, but it is also challenging to work with persons who are different.

TA 186 Strength in Differences

Lead students to list as many words as they can think of that describe differences that could make working together more challenging. Examples may include:

- gender
- ethnicity/race
- priorities
- language
- age
- work styles
- communication styles
- ways of resolving conflict
- aptitudes/skills and abilities
- ways of expressing emotion

Assign students to determine ways leaders or group members can promote appreciation and understanding of differences in order to maximize strengths – not barriers – resulting from differences among individuals. Have students refer to newspapers, magazines, library

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NOTES

TAAS WRITING

resources, or the Internet for information. Instruct students to summarize their findings in a paper with an appropriate title, such as "Building Strength through Differences." Lead students to share and compile suggested techniques in a format students can keep for future use.

3) PANEL DISCUSSION

Invite a panel of community leaders and business representatives who are experienced in working with diverse groups. Ask the panel to discuss with students the following points:

- the importance of understanding and appreciating differences, such as cultural diversity, when working with groups/teams
- examples of challenges that arise from all the differences among individuals
- examples of the benefits and strengths that arise from all the differences among individuals
- techniques for promoting appreciation and understanding of differences among group members
- techniques for promoting communication and teamwork among a diverse group of persons

Have students prepare questions in advance for panel members.

FHA/HERO ACTIVITIES

- Japanese Exchange Program
- STAR Event: Illustrated Talk
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

PUBLICATIONS

Zafar, Syed and Zafar, Joyce, 1997. "Multiculturalism." *Essentials for Home Economics Education: The Cornerstone.*

Minor, Lee and Minor, Judy, 1999. "Celebrating Differences." *Essentials for Home Economics Education: The Cornerstone.*

Personal and Family Development

Knowledge and Skills.

(28) Career preparation.

The student completes a supervised career-connections experience applying knowledge and skills developed in the study of personal and family development.

The student is expected to:

(A) determine home and business applications of knowledge and skills developed in the study of personal and family development; and

(B) utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of personal and family development.

28A- The student is expected to determine home and business applications of knowledge and skills developed in the study of personal and family development.

NOTES

TO THE TEACHER

TEKS 28A and 28B are essential knowledge and skills for the supervised career-connections experience. Please refer to the section, *Supervised Career-connections Experiences*, in this instructional guide for examples of career-connections experiences for students enrolled in the Personal and Family Development course.

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RESOURCES

28B- The student is expected to utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of personal and family development.

TO THE TEACHER

TEKS 28A and 28B are essential knowledge and skills for the supervised career-connections experience. Please refer to the section, *Supervised Career-connections Experiences*, in this instructional guide for examples of career-connections experiences for students enrolled in the Personal and Family Development course.

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Supervised Career-connections Experiences

NOTE TO THE TEACHER

Ideas in this section provide examples of career-connections experiences for students enrolled in the Personal and Family Development course. Career-connections experiences are designed to be extensions of school-based learning through entrepreneurial, research, or work-based applications (work-based applications include home, business, or community contexts). This is an extended learning arrangement, comparable to work-based instructional arrangements for occupationally-specific courses. Career-connections experiences may be designed as a singular substantial project to be carried out over the scope of the semester or a series of short term activities. Regular supervision and reporting will be necessary throughout the course for successful completion of the career-connections experience.

Essential Knowledge and Skills:

28A The student is expected to determine home and business applications of knowledge and skills developed in the study of personal and family development.

28B The student is expected to utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of personal and family development.

FHA/HERO projects and programs have been suggested throughout the course that, depending on depth and extent, could constitute a supervised career-connections experience.

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Supervised Career-connections Experience

4C- The student is expected to evaluate methods to promote the health and safety of individuals and family members.

4D- The student is expected to analyze the multiple roles and responsibilities assumed by individuals within the family.

4F- The student is expected to identify management practices facilitating individuals assuming multiple family, community, and wage-earner roles.

5C- The student is expected to identify causes and effects of family stress and techniques for management and prevention.

THE STUDENT WILL:

1. Research references from the library, Internet, and other resources to gather information about the causes and effects of family stress and techniques for management and prevention.
2. Develop a family stress manual targeted for young adults.
3. Compile the information in a logical and orderly format including:
   - a title page,
   - table of contents,
   - clear, easy-to-read messages,
   - illustrations and pictures (optional),
   - explanations of causes and effects of family stress for management and prevention,
   - complete bibliography of references used.
4. Summarize career applications of knowledge and skills learned through this experience.

THE STUDENT WILL SUBMIT FOR EVALUATION:

- research notes
- family stress manual (with all of the components as listed in #3 above)
- a summary of the project experience, including #4 above
- parent or guardian evaluation with signature

Supervised Career-connections Experience

***5E-** The student is expected to identify resources to aid in strengthening the family unit.*

***7C-** The student is expected to identify resources for promoting the development of children, including those with special needs.*

***7E-** The student is expected to determine the relationship of society and culture on meeting developmental needs of children.*

THE STUDENT WILL:

1. Research references, such as magazines, newspapers, library resources, Internet, Yellow Pages, and other sources to identify agencies and organizations that provide assistance to children, including those with special needs.
2. Interview the director of at least three of the agencies and organizations to discuss services and assistance provided to children. Examples of agencies might include a child care center, child care management system, Department of Human Services, Department of Protective and Regulatory Services, and child advocacy center.
3. Compile the information gathered from the research and the interviews.
4. Develop a guide targeted for parents that includes a list of agencies and organizations, service offered, financial aid, and assistance requirements. Design a clear, easy-to-read guide with a title, table of contents, and resources for promoting the development of children, including those with special needs.
5. Summarize career applications of knowledge and skills learned through this experience.

THE STUDENT WILL SUBMIT FOR EVALUATION:

- copies of the resource information (or complete bibliography)
- interview information
- agency and organization guide
- a summary of the project experience, including #5 above
- parent or guardian evaluation with signature

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Supervised Career-connections Experience

7C- ***The student is expected to identify resources for promoting the development of children, including those with special needs.***

7D- ***The student is expected to analyze responsibilities of caregivers for promoting the development of children.***

7E- ***The student is expected to determine the relationship of society and culture on meeting developmental needs of children.***

7F- ***The student is expected to demonstrate caregiver behaviors and strategies promoting the healthy intellectual, physical, social, and emotional development of children.***

8A- ***The student is expected to evaluate developmentally appropriate guidance techniques for children.***

THE STUDENT WILL:

1. Gather information from the library, the Internet, and other resources which identify developmentally appropriate guidance techniques for children.
2. Interview at least three parents of preschool children about developmentally appropriate guidance techniques.
3. Compile the information from the interviews.
4. Use research and interview information to develop a brochure for parents of preschool children on developmentally appropriate guidance techniques.
5. Summarize career applications of knowledge and skills learned through this experience.

THE STUDENT WILL SUBMIT FOR EVALUATION:

- a complete bibliography of resources used to gather background information
- research notes
- interview notes
- brochure for parents of preschool children
- a summary of the project experience, including #5 above
- parent or guardian evaluation with signature

Supervised Career-connections Experience

***11A-** The student is expected to describe factors influencing apparel selection.*
***11B-** The student is expected to determine consumer practices facilitating effective management of the apparel budget.*
***11C-** The student is expected to describe clothing selection practices that accommodate personal needs, including age, lifestyle, special needs, and career.*
***11D-** The student is expected to point out technological advancements affecting apparel decisions.*
***21F-** The student is expected to analyze consumer-buying techniques that promote effective utilization of resources.*
***21G-** The student is expected to point out the impact of technology on consumer-buying practices and options.*

THE STUDENT WILL:

1. Investigate consumer options driven by technological advancements affecting apparel decisions, such as credit card purchasing power, debit cards, purchasing apparel through the Internet, computer-generated fashions superimposed over photo of the consumer, and cable television shopping.
2. Develop a questionnaire for interviewing consumers who use technological advancements such as those listed previously.
3. Administer the questionnaire to at least five consumers to gather information about added costs and appeal of these options.
4. Prepare a written report of the findings and background information including a complete bibliography of resources.
5. Summarize career applications of knowledge and skills learned through this experience.

THE STUDENT WILL SUBMIT FOR EVALUATION:

- copies of the resource information (or complete bibliography) related to technological advancements affecting apparel decisions
- copies of the completed questionnaires and questionnaire results
- a written report of the findings and discussion of how technological advancements affect apparel decisions made by consumers
- a summary of the project experience, including #5 above
- parent or guardian evaluation with signature

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Supervised Career-connections Experience

15B- ***The student is expected to compare personal diets to various guidelines.***
15C- ***The student is expected to explain the effects of the life cycle, illness, and disease on individual dietary needs.***
15E- ***The student is expected to discuss the effects of dietary practices on wellness and achievement.***
15F- ***The student is expected to apply nutrition principles related to individual and family health decisions.***
15G- ***The student is expected to determine cultural, economic, and societal influences on dietary practices and contemporary meal management.***
15H- ***The student is expected to analyze nutrition information on food labels.***

THE STUDENT WILL:

1. Keep a food diary for one week.
2. Analyze dietary intake by using a computer program, the Food Guide Pyramid, and other dietary guidelines.
3. Make a written plan to recommend changes for improving diet and activity levels.
4. Implement the plan for at least two weeks.
5. Reevaluate the diet and check for improvements.
6. Set personal long-term goals for lifelong health and wellness.
7. Summarize career applications of knowledge and skills learned through this experience.

THE STUDENT WILL SUBMIT FOR EVALUATION:

- food diary for one week
- computer analysis
- written plan for implementing changes
- a copy of long-term goals
- summary of the project experience, including #7 above
- parent or guardian evaluation with signature

Supervised Career-connections Experience

***15B-** The student is expected to compare personal diets to various guidelines.*
***15C-** The student is expected to explain the effects of the life cycle, illness, and disease on individual dietary needs.*
***15F-** The student is expected to apply nutrition principles related to individual and family health decisions.*
***15G-** The student is expected to determine cultural, economic, and societal influences on dietary practices and contemporary meal management.*
***15H-** The student is expected to analyze nutrition information on food labels.*
***17C-** The student is expected to apply management techniques when planning and preparing simple meals and recipes.*
***17D-** The student is expected to analyze cost effective meal management practices.*
***17F-** The student is expected to demonstrate basic food preparation techniques to achieve quality standards and preserve nutritive value.*

THE STUDENT WILL:

1. Assist an individual with special needs in planning meals for one week.
2. Gather resource information to be used in planning. Include an interview with the individual with special needs to determine food preferences and food preparation capabilities, information on the individual's special dietary needs, and to explain the *Food Guide Pyramid*.
3. Plan menus for one week following the necessary guidelines.
4. If possible, assist the individual with special needs with grocery buying and preliminary preparation.
5. At the end of the week, discuss the results of the experience with the individual with special needs.
6. Summarize career applications of knowledge and skills learned through this experience.

THE STUDENT WILL SUBMIT FOR EVALUATION:

- interview notes, including #2 and #5 above
- copies of the resource information used in menu planning
- a copy of the week's menus
- a copy of the market order for groceries including cost of groceries
- a summary of the project experience, including #6 above
- parent or guardian evaluation with signature

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Supervised Career-connections Experience

***19C-** The student is expected to practice decision making consistent with personal considerations, such as needs, wants, goals, priorities, and resources.*

***21D-** The student is expected to apply the decision-making process in planning the allocations and use of finances.*

***21F-** The student is expected to analyze consumer-buying techniques that promote effective utilization of resources.*

***21G-** The student is expected to point out the impact of technology on consumer-buying practices and options.*

***21H-** The student is expected to identify consumer rights and responsibilities.*

THE STUDENT WILL:

1. Make a plan to purchase a major item such as a car (another item may be substituted).
2. Research a variety of resources available to purchase a car (e.g., Internet, financial institutions, automobile dealers, newspaper advertisements) to consider the following factors: makes and models; special features of the item; costs; buying terms; new versus pre-owned; financing; licensing and taxes; and insurance.
3. Utilize computer-generated programs available for buying a car at the financial institutions and automobile dealerships.
4. Keep a complete bibliography of resources used for the project.
5. Write a report describing the best choice and how the purchase will be financed.
6. Summarize career applications of knowledge and skills learned through this experience.

THE STUDENT WILL SUBMIT FOR EVALUATION:

- research notes
- computer generated information from the Internet, financial institutions, and automobile dealerships
- summary of the costs
- written report, including complete bibliography
- a summary of the project experience, including #6 above
- parent or guardian evaluation with signature

Supervised Career-connections Experience

***26A-** The student is expected to identify employment and entrepreneurial opportunities and preparation requirements in housing.*

***26B-** The student is expected to describe rewards, demands, and future trends in housing careers.*

THE STUDENT WILL:

1. Choose a career in housing that is of special interest.
2. Gather background information on the selected housing career by researching the library, the Internet, and other classroom resources.
3. Schedule an interview with an individual who is currently employed in the selected career.
4. Videotape or audiotape the interview. Topics for interview questions might include: educational requirements and training needed for the position; skills necessary for success in the career; the impact of technology on the chosen career; entrepreneurial opportunities available, rewards and demands; future trends; and suggested courses to take in high school in preparation for the housing career.
5. Summarize career applications of knowledge and skills learned through this experience.

THE STUDENT WILL SUBMIT FOR EVALUATION:

- research notes
- interview questions and responses
- videotape/audiotape of the interview
- a summary of the project experience, including #5 above
- parent or guardian evaluation with signature

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BLENDED ACTIVITY

2A- The student is expected to describe qualities necessary to support strong relationships.
2D- The student is expected to determine how healthy relationships assist in preparation for adulthood.
5A- The student is expected to describe factors that contribute to strong family units.

INDIVIDUAL ACTIVITY/GROUP ACTIVITY

Distribute copies of Teaching Aids 187a and 187b, ***Having Fun With Your Family***, to each student. Instruct the students to read the story and respond to the questions listed on Teaching Aid 188, ***Family Fun***. Divide the class into small groups. Have student volunteers in each group share their responses to the questions. Lead a class discussion on the rewards, qualities, and factors that contribute to strong relationships and family units. Examples may include a sense of belonging, love and affection, sharing feelings and experiences, improving self-concept, companionship, loyalty, and support when there are problems. Have students write a newspaper article or prepare a visual display about the importance of strong relationships and families.

1. **Read Story**
   Have students read the story.

2. **Complete Questions**
   Have students respond to the questions.

3. **Group Activity**
   Have student volunteers share their responses to the questions.

4. **Class Discussion**
   Lead a class discussion on the rewards, qualities, and factors that contribute to strong relationships and family units.

5. **Draw Conclusions**
   Have students draw conclusions regarding the rewards, qualities, and factors that contribute to strong relationships and families. Have students discuss how healthy relationships assist in preparation for adulthood.

6. **Written Article/Visual Display**
   Have students write an article suitable for the school or local newspaper about the importance of strong relationships and families or prepare some type of visual display (e.g., poster, collage).

BLENDED ACTIVITY

4D- The student is expected to analyze the multiple roles and responsibilities assumed by individuals within the family.
4E- The student is expected to assess the impact of technology on roles and responsibilities of family members.
4F- The student is expected to identify management practices facilitating individuals assuming multiple family, community, and wage-earner roles.

BRAINSTORMING/SURVEY/WRITTEN EXERCISE

Have students brainstorm technological applications available for family members. Examples may include such things as microwave oven, bread machine, desktop computer, laptop or notebook computer, scanner, video camera, VCR, electronic organizer, calculator, digital satellite dish, talking book, telephone, FAX, cellular phone, digital camera, Internet, computer dictionary, newspapers online, grocery shopping online, restaurant menus online, distance learning courses, Automated Teller Machine (ATM), electronic games, dishwasher, and security systems. Have students make a prominent visual display in the classroom of current technology available for family members.

Have students develop a survey requesting information on the impact of technology on roles and responsibilities of family members. Have each student administer the survey to at least three individuals (one young adult, and two older adults with a span of at least ten years difference in age). Collect the data and draw conclusions based on the responses from the participants in the survey.

1. **Brainstorming**
   Have students brainstorm technological applications available for family members.

2. **Visual Display**
   Have students make a visual display depicting current technology available to families.

3. **Survey**
   Lead students in developing questions for the survey. Prepare a draft of the survey and make any necessary changes and edits. Have student volunteers type the final draft and make copies for dissemination. Have students administer the survey to at least three individuals (one young adult, and two older adults who are at least 10 years difference in age).

4. **Gather and Compile Data**
   Have students compile data and tabulate results.

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5. **Draw Conclusions**
   Discuss the results and form conclusions.

6. **Evaluation**
   Have each student evaluate the results of the survey by writing a summary.

BLENDED ACTIVITY

6A- The student is expected to identify employment and entrepreneurial opportunities and preparation requirements in the area of family services.

6B- The student is expected to describe rewards, demands, and future trends in careers related to family services.

10A- The student is expected to identify employment and entrepreneurial opportunities and preparation requirements in the areas of child development and early childhood education.

10B- The student is expected to describe rewards, demands, and future trends in child development careers.

14A- The student is expected to identify employment and entrepreneurial opportunities and preparation requirements in apparel careers.

14B- The student is expected to describe rewards, demands, and future trends in apparel careers.

RESEARCH/INTERVIEW/PROJECT

Have students research the library, Internet, and other resources to gather information on at least one career opportunity available in family services, child development/early childhood education, and in apparel. Have students interview at least two professionals in the selected career to learn about the demands, rewards, responsibilities, opportunities, and educational requirements of their careers. Use the information from the research and the interviews to develop a career brochure using the required guidelines.

1. **Research**
   Use classroom, library, and Internet resources to gather information on a career opportunity available in family services, child development/early childhood education, and apparel.

2. **Interview**
   Have students interview professionals in the selected career for additional information.

3. **Career Brochure**
   Using the information from research and the interviews, develop a career brochure. Teaching Aid 189, ***Career Brochure,*** provides criteria for completing the project.

4. **Evaluation**
   Using Teaching Aid 69, ***Brochure Assessment***, have each student evaluate the knowledge gained from this activity.

5. **Visual Display**
   Make a visual display with all of the career brochures categorized by content specialization.

BLENDED ACTIVITY

18A- The student is expected to identify employment and entrepreneurial opportunities and preparation requirements in the area of nutrition, food science, and wellness.

22A- The student is expected to identify employment and entrepreneurial opportunities and preparation requirements in the areas of consumer economics and resource management.

26A- The student is expected identify employment and entrepreneurial opportunities and preparation requirements in housing.

INDIVIDUAL ACTIVITY

Have students use textbooks, library resources, and the Internet to gather information about nutrients, nutrition principles, and the impact of dietary practices on wellness and achievement as it is related to young school-aged children, ages five to eight. Have students design an educational place mat that can be used in a table setting for children, ages five to eight. Have student survey parents of young children to discover favorite cartoon characters that appeal to children in this age group. Have students use a cartoon character theme to illustrate the nutrition information.

1. **Research nutrition information applicable to children, ages five to eight.**

2. **Survey**
   Have students survey parents of young children to discover favorite cartoon characters that appeal to children in this age group.

3. **Design educational place mat for young children.**
   Use cartoon character theme to illustrate nutrition information.

4. **Required components for place mat design:**
   - Statement to explain your philosophy of good nutrition. Include ways in which learning about nutrition can help children stay healthy.
   - Simple illustrations that appeal to the target age (children ages five to eight).
   - Information about how carbohydrate, protein, vitamins, minerals, fat, and water help the body.
   - A wellness plan for children.
   - The benefits of exercise for children.

5. **Share place mat with the class.**

6. **Visual Display**
   Display the place mats in a school showcase.

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BLENDED ACTIVITY

17B- The student is expected to demonstrate basic principles of sanitation and safety relating to meal management.
17E- The student is expected to describe types and safe use of equipment, tools, and utensils.

GROUP ACTIVITY/PROJECT

Have students use textbooks, library, Internet, or other resources to gather information on sanitation and safety principles relating to equipment, tools, utensils, and meal management. Divide the students into small groups, and assign the following safety design challenge:

Your team has been hired by a well-known bed and breakfast chain to design, write, and illustrate a manual about equipment, food safety, and sanitation practices for their bed and breakfast inn staff. The manual will be used to train employees who assist with food preparation and service at the bed and breakfast inns. Because these establishments are in old homes, the kitchen design and equipment resembles a home kitchen rather than a commercial restaurant. Commercial equipment is not used. Use computer software programs to produce your manual.

1. **Research**
   Have student teams gather information on food safety, sanitation, tools, and equipment.

2. **Design, illustrate, and write manual**
   The manual must have these components to be complete:
   - Title of manual
   - Illustrated cover
   - Table of contents
   - Easy-to-read guide with illustrations on most pages
   - A minimum of eight pages (four sheets front and back)

3. **Topics to be covered in the manual**
   The manual must include information on the following important issues:
   - Safe and sanitary work practices
   - Safe use of equipment, tools, and utensils
   - Personal hygiene practices important in food service areas
   - Safe food handling and storage
   - Cleaning and sanitation of kitchen tools, utensils, and equipment
   - Pest and environmental contaminant control

4. **Present the manual to the class.**
   Have students explain their manuals to the class.

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BLENDED ACTIVITY

9B- The student is expected to analyze the caregiver's role in meeting the nutritional requirements of children.
9C- The student is expected to outline practices that promote the health and wellness of children.
15A- The student is expected to list classifications, sources, and functions of nutrients.
15E- The student is expected to discuss the effects of dietary practices on wellness and achievement.
15F- The student is expected to apply nutrition principles related to individual and family health decisions.

INDIVIDUAL ACTIVITY/INTERVIEW/WRITTEN EXERCISE

Have students interview someone in a career or business related to: nutrition, food science, and wellness; consumer economics and resource management; and housing. Have students prepare questions in advance for the interviews, such as:

- What type of education or training did you need for your position?
- Why did you choose this career?
- What personal characteristics are needed for success in this field?
- What opportunities for advancement are available?
- What is the long-range outlook for careers in the field?
- What are examples of successful entrepreneurial ventures in this area?

Have students write an article for a magazine detailing their interviews and the information they learned. Have students use computer software programs to produce their articles.

RESEARCH/INDIVIDUAL ACTIVITY/ORAL PRESENTATION

Have students research requirements for a degree related to: nutrition, food science, and wellness; consumer economics and resource management; and housing. Guide students to use college catalogs from the school and community libraries or career counselor's office. Students can write to colleges and universities for catalogs or explore the college and university web sites on the Internet. Have students prepare a brief oral presentation of their findings.

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BLENDED ACTIVITIES

Integration of FHA/HERO

FHA/HERO CAREER CONNECTION

Have students use the FHA/HERO Career Connection publication, available from FHA/HERO National Headquarters, to explore careers, to learn the career development process, and to understand and prepare for the interaction among careers, families, and community. Members can receive recognition for their accomplishments.

TEKS 6A, 6B, 10A, 10B, 14A, 14B, 18A, 18B, 22A-22C, 26A, 26B

CHAPTER ACTIVITIES

Have FHA/HERO members plan a party (such as for Valentine's Day) for children in a child care facility. Have students work with the child care facility staff to plan crafts, games, songs, puppet shows, and/or other activities for the children. If appropriate, have students plan and prepare nutritious snacks to serve the children.

TEKS 7B, 7C, 7F, 8A, 9B

COMMUNITY SERVICE AWARD

Have students participate in activities related to promoting good health and nutrition, such as:

- Collect food for local food collection drives.
- Volunteer for Meals on Wheels delivery and provide decorations and favors for special occasions.
- Prepare displays for school halls, cafeteria, classrooms, etc. on health issues, such as: stress and dietary needs; dangers of too much saturated fat, cholesterol, sodium, and sugar in the diet; and information on nutrition, exercise and fitness.
- Sponsor a "Safety City" to teach children safety rules.
- Teach food safety and sanitation to children.

TEKS 15C, 15E, 15F, 15G

FAMILIES FIRST/ POWER OF ONE

One of the FHA/HERO purposes is to strengthen the function of the family as a basic unit in society. Divide students into small groups. Ask each group to develop a radio and/or television public service announcement highlighting the purposes of FHA/HERO, pointing out the emphasis on the family. Assign students specific criteria to include in the announcement, such as audience appeal, achievement of objectives, and time limitation. Have each group present the announcement to the class. Students might choose to conduct a contest and select the "best" announcement to be given for campus broadcast or local radio/ television broadcast. Audio and/or video equipment would need to be available for student use.

TEKS 4A - 4F, 5A - 5E

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BLENDED ACTIVITIES

Integration of FHA/HERO

LEADERS AT WORK

TEKS 27A - 27E

Have students conduct a leadership project by selecting a leadership skill to work on, such as interpersonal skills, communication skills, managerial skills, or entrepreneurial skills. If students are employed, they might ask their employer to assist them in choosing a leadership skill to work on. Have students use the FHA/HERO planning process in conducting their project.

READY, SET, READ! (LITERACY PROJECT)

TEKS 7A - 7F

Have students plan and implement the project in an elementary school or afterschool child care setting in the community. Have students provide opportunities for parents and other family members to become involved in the project as well.

STAR EVENTS

TEKS 27A - 27E

Applied Technology: The previous strategy also could be used to promote FHA/HERO. Assign students specific assignments such as script writers, producers, camera operators, and actors/actresses. As a promotional tool, the video could be shown to prospective home economics students, school administrators, community organizations, as well as other audiences.

TEKS 9A, 25E

Chapter Service Project: Have FHA/HERO members sponsor a Home Safety Fair for the community. Invite resource persons who have information about safety such as a fire chief, police officer, sheriff, utilities inspector, poison control center representative, etc. to speak to the students. Have FHA/HERO members develop brochures, pamphlets, safety check lists, and visual displays about home safety. Have students set up booths at grocery stores or malls at which resource persons and FHA/HERO members answer questions and distribute safety information.

TEKS 15B - 15G

Illustrated Talk: Have students choose an issue related to diet and nutrition-related diseases and disorders, such as bulimia, anorexia nervosa, obesity, diabetes, osteoporosis, hypertension, heart disease, etc. Have students use library, Internet, textbook, and other references to gather information and then prepare an illustrated talk. Have the students present their illustrated talk to community groups prior to the presentation at the FHA/HERO regional meeting.

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Creative Ideas

NOTE TO THE TEACHER

Developers of the series of instructional guides for implementing Home Economics Education Texas Essential Knowledge and Skills faced a twofold challenge: (1) to write instructional strategies that enable students to acquire the stated essential knowledge and skills and (2) to help teachers deliver the strategies in ways that promote active learning, relevance, and retention in students.

After a great deal of experimenting and discussing, the following system seems best to address the twofold challenge, while providing maximum flexibility for you, the teacher, whom we consider the ultimate instructional expert in your classroom.

- The nature of the content of home economics provides wonderful opportunities for hands-on, relevant learning by students, and in many cases the instructional strategies themselves facilitate active learning.
- Teaching and learning activities in the instructional strategies section have been presented as briefly as possible. For instance, the strategy may state "Have students work in groups to ...," but no specific suggestions for grouping students are provided.
- The **Creative Ideas** section has been included to provide you with suggestions and examples of ways to enhance some basic techniques included in the **Instructional Strategies** section. For example, it does provide several specific suggestions for grouping students.
- The **Blended Activities** section promotes student learning of multiple TEKS through hands-on, project-based, and/or problem-solving activities.
- Integration of FHA/HERO activities as appropriate throughout the instructional strategies and blended TEKS activities promotes student learning through relevance and application.

We strongly encourage you to:

- Read this section! Not only will it provide ideas for promoting active learning, but it will provide additional suggestions for saving teacher time and enhancing student learning and skills development.
- Link appropriate creative teaching techniques to specific instructional strategies in your Teacher's Instructional Guide.
- Adapt the instructional strategies and creative teaching techniques to fit your district needs, the needs and learning styles of your students, and your own teaching style.
- Add to this section! Resources that offer creative teaching ideas are readily available. Professional development conferences continually offer sessions that promote active learning, authentic assessment, varied learning styles, etc.

This section provides only a small sampling of creative ideas for teaching techniques!

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Creative Ideas

GROUP ACTIVITY/TEAMWORK

When to use: In activities where teamwork facilitates generation of ideas and higher-order learning. Working in groups also meets needs of students with global learning styles.

Skills reinforcement: Teamwork and leadership skills, communication skills, interpersonal skills

Methods of grouping students:
There are many methods of randomly assigning students to groups. Several examples are provided below. You can pick up other ideas through brainstorming, networking, and personal participation in group activities. (Note that methods will vary depending on the number you want in each group.) Dividing students into groups can be a quick way to inject some fun into an activity.

- Count Off. Have students count off 1 through however many groups are needed, repeating until all students have a number. Select a location for all "1s" to work, all "2s", etc.
  Variation – write the numbers on cards and have students draw.
- Geography.
  - For pairing students, have them draw cards with names of states and capitals. Students find the classmate with the matching state or capital.
  - Have students draw from cards with names representing geography sets, such as names of continents, oceans, countries, rivers, etc. Students will need to figure out what their name represents and find the others with cards in the same set.
- Course content. (Similar to the above activity, except using concepts from the course.)
  - For pairing students, have them draw cards listing either elements and principles of design or corresponding definitions. Students find the classmate to match the term and definition.
  - Have students draw from cards representing nutrition sets, such as foods from different food groups. Students find others with cards in the same set.
- Famous Fictional Characters. Have students draw cards with names of characters from literature they have recently studied in Language Arts, famous fictional characters (such as characters from Peter Pan or The Wizard of Oz), well-known television shows, etc.
- Puzzles. Purchase or create puzzles, mix up the pieces, and have students find group members with matching puzzle pieces. Hint – if you have puzzles with more pieces than needed for group members, pull out the number of pieces needed for students to draw, leave the remaining pieces on the table where the group will meet, and have students circulate among tables until they find their correct puzzle and meet up with other group members.
- Deck of Cards. A deck of cards (or multiple decks) can be used in many ways to form various sizes of groups. Students can form groups based on suits, colors, face cards, or combinations (such as a full house or four-of-a-kind).
- Candy Flavors. Have students group according to flavors of candy or colors, for example, of M&Ms. This provides students with a nice treat also!
- Self-selection. Allow students to select their own group members. Have students group with students nearby or find students with whom they have not recently worked.

GROUP ACTIVITY/TEAMWORK (Continued)

Suggestions for Effective Group Activities:
The size, structure, and function of a group will differ depending on specific objectives of the activity. Following are a few suggestions for helping students work most effectively in groups.

- Clarify expectations. Make sure all group members know what is expected of each person individually and what the group is expected to accomplish as a whole.
- Set time limits. Let groups know up-front how long they will have to work. If it is a lengthy activity, provide time checks periodically. Let groups know when they have one to two minutes remaining, and signal when time is up. Examples of signals include flipping a light switch, clapping, using a sound signal (bell, kazoo, train whistle, etc.), or playing music.
- Make individual assignments where appropriate to the activity. Possibilities include leader or facilitator, recorder, timekeeper, or runner.
- Emphasize the importance of each member's contributions, through participation, encouragement, focus on the task, and contribution to the final product. Build in individual accountability.

Build in individual accountability!
When participating in engaging, active learning experiences, is important that students understand that they are accountable for learning. It may be tempting for students, when working in groups, watching a video, or listening to a guest speaker, to view the experience more as a "fun activity" than as a learning experience. While the experiences are intended to be enjoyable, students need to understand that the underlying purpose is to enable them to acquire essential knowledge and skills.

Following are suggestions for building individual student accountability into group and teamwork activities, as well as classroom discussions, videotape viewing, guest speakers, educational tours, etc.

- Set the stage for learning. Frame each activity within the context of essential knowledge and skills students are expected to acquire. In other words, help them up front to see the relevance of learning activities.
- Structure the group to promote accountability. For example, each student within the group could be assigned a specific role. Or each member might be responsible for a specific part of the product. Provide a means of assessing each student's effectiveness.
- Vary the methods through which students report group findings and results. For example, if there is one "reporter," other group members may not feel as accountable as that designee. If, however, the teacher randomly calls on group members for reports, all members will need to be prepared. Provide an occasional variance by having group members return to their desks and write individual accounts of group results.

It should not be necessary to implement such suggestions for every activity. By varying the process, randomly calling on groups or individuals, occasionally requiring written accounts, etc., the teacher sends the message that students are individually accountable and need to be involved and attentive.

Creative Ideas

RESOURCE PERSONS (GUEST SPEAKER/PANEL DISCUSSION)

When to use: Good for providing information not readily available in textbooks, information that is new, or that which is best presented in a "real-world" perspective. With new information becoming available so rapidly, this method offers unique opportunities to provide students with the latest perspectives. It also provides students with opportunities to hear information straight from "experts," promoting credibility and relevance to students.

Skills reinforcement: This method provides rich opportunities for promoting a variety of skills. The following suggestions provide students excellent practice for improving and applying verbal, nonverbal, written, and electronic communication skills. Rotate these responsibilities throughout the semester so various students have an opportunity to perform different tasks. (The following suggestions can also save the teacher much time!)

- Have students help make initial contacts with the guest speaker or panel participants. Let students practice or role play making contacts via telephone or in person. Work with them to initiate and follow through on actual contacts.
- Have students introduce the topic and guests. Guide students in writing appropriate introductions for speakers or panel members. Make sure students are prepared to make the actual introduction before the presentation.
- Have one or more students write each participant a thank-you note expressing appreciation from the class. You may suggest that the note be handwritten and point out the appropriateness of personalized, handwritten thank-you notes. Or students may utilize computer applications to compose the note. Have students create a class letterhead for correspondence.

Suggestions for maximizing guest resources. Teachers have expressed that it is time-consuming to arrange for several guest speakers or panels each semester and that they do not want to call upon the same persons frequently. Use student participation as suggested above to save teacher time. Use technology to expand access to resource persons and to build a resource file for future reuse.

- Videotape the classroom presentation by the speaker/panelists. The videotape can be viewed by students who may have been absent and can be added to a resource file for use with later classes. This eliminates the need to arrange for several "live" presentations each semester. This is especially critical in small communities where the same "experts" would likely be called upon time after time.
- Utilize videoconferencing facilities to connect students in the classroom with the speaker/panelists in another location. Record the videoconference for review and reuse. This can be especially helpful in small communities where resource persons for various topics may not be available.
- Videotape or audiotape the resource persons at their locations, or audiotape (with permission) responses to information inquiries over the telephone.
  Alternative: have students conduct audiotaped interviews to solicit information and present the information in the format of a television newscast or documentary.

Creative Ideas

ORGANIZING AND PRESENTING INFORMATION: VISUAL DISPLAYS, BROCHURES/FLYERS, PRESENTATIONS

When to use: As students research and collect varied information, these techniques enable them creatively to compile and organize; to share information with classmates and potentially other audiences.

Skills reinforcement: Depending on how the activity is structured – communication skills (verbal, nonverbal, written, electronic); teamwork and leadership skills; interpersonal skills; management and problem-solving skills; organizational skills

Suggestions for effective visual displays and presentations:

- Incorporate the use of computers and technology applications where appropriate.
- Choose techniques that fit learning objectives; in some cases, that might best be students in groups writing ideas on large sheets of paper to be posted around the room. Or it may be a multimedia presentation to be presented at an all-school assembly.
- Some activities may best be done individually; some by groups. Consider learning objectives, as well as learning styles of students.
- Visual displays and presentations provide an opportunity for authentic assessment of student learning on a topic.
- Allow students to generate ideas for organizing and presenting information.
- Where feasible and appropriate, keep outstanding student products for future use.

Miscellaneous ideas for organizing and presenting information:

- listing of ideas on large sheets of paper
- display of items (i.e., sewing notions for clothing repair)
- graffiti mural where students take markers and share key points learned
- bulletin board
- overhead transparency
- *large index cards for recording information from research, interviews, observations, and bibliographic information from printed references
- *graphic organizers for effectively organizing ideas and research findings
- brochure/booklet describing information about a topic; Teaching Aid 69, ***Brochure Assessment***, provides a tool for evaluating the effectiveness of a brochure
- flyer/circular promoting key points related to a topic
- bookmark citing useful information about a topic
- newsletter
- oral presentation (vary through skit, monologue, or puppet presentation)
- written presentation
- poster presentation (sharing research findings)
- videotape presentation
- photo album or display
- multimedia presentation utilizing a combination of print and electronic media

* Detailed suggestions for compiling and organizing information are included in Appendices G and H of *Independent Study in Home Economics Education*, available from the Home Economics Curriculum Center. An example of a web diagram is shown in Teaching Aid 190, ***Web Diagram***.

Creative Ideas

CASE STUDIES AND SCENARIOS

When to use: As a tactful way to address sensitive issues. Allows students to express their views and examine the views of others in a non-judgmental manner around hypothetical, fictional situations.

Skills reinforcement: Problem-solving; creative and critical thinking; verbal, nonverbal, and written communication skills; leadership and teamwork skills

Case studies and scenarios are very similar in nature, and the terms are often used interchangeably. Both describe hypothetical circumstances and characters, and both set up a situation for analysis and application of problem-solving skills. As presented in this instructional guide, a case study provides more details about a specific situation and each character involved. A scenario is a brief synopsis of a set of circumstances or sequence of events.

Suggestions regarding case studies and scenarios:

- Where case studies or scenarios have been provided with the instructional strategy, read them to be sure they are appropriate for your instructional environment and local district policies. You may choose to adapt them or have students write new ones.
- Writing original case studies or scenarios is a good opportunity for students to create situations related to the topic that are most relevant to them. The writing experience also develops communication skills and provides TAAS reinforcement.
- Remind students that case studies and scenarios should be written as fictional.
- Newspaper articles and periodicals, such as parenting and family magazines, can provide stimulating ideas for case studies and scenarios.
- Case studies and scenarios can be presented in creative formats, such as that of an advice column or an "Ask an Expert" column.
- Use case studies and scenarios written by students to build a resource file for future use.

Creative Ideas

LISTENING TEAMS

When to use: To promote attentiveness during presentations by guest speakers or panels, videotapes, observation assignments, or other viewing/listening activities. Requires students to listen specifically for certain points or ideas.

Skills reinforcement: Communication skills, especially listening; leadership and teamwork

Suggestions for effective use of listening teams:
Prior to a presentation, lecture, or videotape, divide students into listening teams. Give each team a specific assignment or role, so they will know up-front what they need to listen for. Let students know they will be responsible afterwards for reporting to the class, in writing or orally, the results of their assignment. Examples of listening team assignments or roles include the following:

- Provide students with a list of topics to be covered. Assign each team one or more specific topic(s) for which to listen during the presentation. Have them summarize key points related to their assigned topic following the presentation.
- Have each listening team write questions related to an assigned topic prior to the presentation. Students must listen during the presentation for answers to questions they wrote.
- Assign each team a specific role during the presentation. For example, one team might prepare questions based on information presented, another might summarize the five most important points, another might identify issues for further discussion or clarification, etc.

DEBATE

When to use: When there are two sides to an issue – pros and cons, advantages and disadvantages, etc. Debate promotes critical thinking and requires students to research, look at all sides of an issue, and draw conclusions.

Skills reinforcement: Communication skills; critical thinking skills; research skills

Clarification and suggestions related to classroom debates are provided in Teaching Aid 75, ***Guidelines for a Classroom Debate***.

Creative Ideas

BRAINSTORMING

When to use: When you want students quickly to generate as many ideas as possible about a topic, to get ideas "on the table" before discussing or analyzing them. Useful when you want to begin with students' ideas or understanding about a topic.

Skills reinforcement: Communications skills

Suggestions for effective brainstorming:
Create an environment where students feel free to let ideas flow freely. The brainstorming process is not the time for discussing or critiquing input.

Brainstorming variations:

- Have a student volunteer record ideas as they are generated by members of the class.
- Have students work in small groups to brainstorm ideas on a topic. Lead groups to take turns sharing ideas.
- Have individuals brainstorm ideas by writing them on small post-it notes. Then have students post the notes around the room. This works well when ideas later need to be categorized.
- Popcorn Planning: Have students think of themselves as part of a giant popcorn popper; have them jump up and share ideas as they come. Serve popcorn at the close of the lesson. (Idea from Janis P. Meeks, *Time to Teach* series.)

GAMES

When to use: Good when students need to learn or review facts and details. Provides a fun way to commit details to memory and practice recalling.

Skills reinforcement: Communication skills; interpersonal skills; games involving team competition promote leadership and teamwork skills

Suggestions for games:
Instructions for a Jeopardy game are provided in Teaching Aid 128, ***"Jeopardy" Game Instructions***. Ask students to suggest other game formats they would enjoy using, and let them develop the games and make up a clever title for each game. Writing clear instructions and verbally explaining them will be excellent practice of communications skills. The process of preparing questions or facts to be used in the game will require researching and reviewing content information, thus promoting learning.

Creative Ideas

INTERNET ACTIVITIES

When to use: In locating new, updated information; to enhance or replace information provided by references and textbooks, which may be outdated.

Skills reinforcement: Communication skills (written and electronic); research skills

The Internet provides hands-on opportunities for students to research information through a medium with which most of them are familiar. Following are miscellaneous suggestions related to creative use of the Internet in instruction:

- The convenience of Internet access will vary among school districts. Your students may have access to the Internet in various classrooms, in a computer lab or library, or in many of their homes. Assignments related to Internet research should be structured accordingly.
- Student skills in exploring the Internet will also vary (as will skills of teachers). You may want to invite a resource person to assist students with the first assignment involving Internet search, or plan an educational tour to a computer lab where students can conduct the assignment under supervision of someone with Internet expertise.
- Review common Internet terminology, such as terms defined on Teaching Aid 191, ***Internet Terminology***.
- Provide students with guidelines regarding Internet use and safety. Some accepted rules of conduct for Internet users are provided in Teaching Aid 192, ***Netiquette***.
- If the majority of students are not experienced in using the Internet, begin by assigning a specific Web site for them to visit for information related to a specific topic. Have students summarize key information learned from the Web site. If the site has hyperlinks, ask students to check them out to see what additional information the sites lead to.
- As students become more experienced, have them conduct Web searches, using available Web browsers or search engines. When students conduct Web searches, remind them to:
  – note what key words were used, most especially those that worked to locate information
  – take notes about the topic they are researching, and print out information as appropriate (Have students be sure to note on any printouts the Web address of the source. This is important for bibliographic reference, and to be able to return to the site later for clarification or further information.)
- It is also helpful to diagram the path of a Web search. Begin the diagram with the name and Web address of the browser used to search. Plot the name and Web address of each location along the path of the search. This will facilitate relocation of informative sites in the future.
- Use the expertise of students to teach other students, and even the teacher, Internet skills!

Creative Ideas

LET STUDENTS HELP!

When to use: To promote student involvement, provide an opportunity for skills development, capitalize on student skills and creativity, and save the teacher time! Also, since each teacher has a preferred learning style, involving students broadens the types of learning experiences to meet the needs of students with learning styles that differ from those of the teacher.

Skills development: Provides a multitude of opportunities for promoting various skills, including communication (verbal, nonverbal, written, and electronic); teamwork and leadership; interpersonal; management and problem-solving; organizational

The following are just a sampling of ideas for student involvement in planning and implementing instructional experiences. Be sure to work with students to prepare them to perform each task successfully. This may entail practicing or role playing situations in advance. And, of course, supervise students to ensure appropriateness and accuracy of information gathered.
Examples of tasks students can perform include the following:

- Make contacts to arrange for guest speakers or panelists.
- Help with classroom correspondence; for example, write thank-you notes to guest speakers, persons who helped with learning tours, and other supporters of class projects and activities.
- Write for information on topics or products. (Provide students with resource lists, or have them help conduct Web searches to locate sources of information on topics.)
- Audiotape or videotape interviews on location with resource persons.
- Videotape segments of movies or television shows illustrating relevant concepts.
- Provide CDs/songs that relate to the lesson (to be played in opening or closing a lesson, or to emphasize a specific point – good for global learners!).
- Perform Web searches.
- Clip newspaper articles relevant to lessons. (Create an "In the News" resource file for ongoing use.)
- Collect examples of items to reinforce classroom learning, such as food labels, appliance use and care manuals, clothing labels, credit card terms and solicitation letters, etc.
- Design bulletin boards.
- Help find cartoons, relevant or humorous quotes, anecdotes, and jokes relevant to topics.
- Develop games for use in learning or reviewing factual material.
- Write test or review questions on material covered.
- Develop project criteria and rubrics.

Resources

Abuse Hotline
(800) 252-5400

American Academy of Pediatrics
www.aap.org

American Apparel Manufacturers Association (AAMA)
www.americanapparel.org

American Association of Family and Consumer Sciences (AAFCS)
1555 King Street
Alexandria, VA 22314-2738
(800) 424-8080
www.aafcs.org

American Association of Family and Consumer Sciences, 1993. *Handbook of Food Preparation* (9th Ed.). Alexandria, VA: American Association of Family and Consumer Sciences.

American Association of Retired Persons
www.aarp.org

American Cancer Society
www.cancer.org

American Council on Exercise
Consumer Fitness Hot Line (800) 529-8227
www.acefitness.org

American Demographics Magazine
www.demographics.com/

American Dietetic Association
216 W. Jackson Blvd.
Chicago, IL 60606-6995
(312) 899-0400
www.eatright.org

American Heart Association
www.amhrt.org

American Management Association
www.amanet.org

American Textile Manufacturers Institute
www.atmi.org

Apparel Exchange
www.apparelex.com

Resources - Continued

Apparel Net
www.apparel.net

Ask the Builder
www.askbuild.com

Association for Childhood Education International (ACEI)
17904 Georgia Avenue, Suite 215
Olney, MD 20832
(301) 570-2111
www.acei.org

Aunt Edna's Kitchen
www.cei.net/~terry/auntedna/

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Child Abuse Prevention Network
child.cornell.edu/

Children, Youth, and Families Education and Research Network (CYFERNET), Service of Cooperative Extension Service
www.cyfernet.org

Children's Defense Fund
25 E Street, NW
Washington, DC 20001
(202) 628-8787
www.childrensdefense.org

Consumer Information Center
www.pueblo.gsa.gov

Consumers International
www.consumersinternational.org

Culturgrams
Kennedy Center Publications
P.O. Box 24538
Brigham Young University
Provo, UT 84602-4538
(801) 378-6528
www.byu.ed/culturgrams

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E-SPAN
www.espan.com

Resources - Continued

The Family Education Network
www.families.com/

Families and Work Institute
330 Seventh Avenue, 14th Floor
New York, NY 10001
(212) 465-2044
www.familiesandwork.org

Fast Food Facts
www.olen.com/food/

Fast Food Facts published by the Minnesota Attorney General's Office. Free by E-mail:
consumer.ag@state.mn.us

Federal Trade Commission
www.ftc.gov

Finding Help in Texas: A Directory of Information and Referral Providers (6th Ed.), Spring 1998. Austin, TX: Texas Information and Referral Network.

Food and Drug Administration
www.fda.gov

Food and Nutrition Information Center (FNIC), USDA
10301 Baltimore Avenue
Beltsville, MD 20705-2351
(301) 504-5719
www.nal.usda.gov/fnic

"Food Service Practices by Various Ethnic Groups in Texas, " by Janelle Walter, PhD, Family and Consumer Sciences, Baylor University, Waco, Texas. (Research in progress.)

Frings, Gini S., 1999. *Fashion: From Concept to Consumer,* (6th Ed.). Upper Saddle River, NJ: Prentice-Hall.

Functional Foods for Health
University of Illinois at Urbana-Champaign, Chicago
www.ag.uiuc.edu/~ffh/ffh.html

Future Homemakers of America, Inc.
1910 Association Drive
Reston, VA 22091-1584
(800) 234-4425
www.fhahero.org

Future Homemakers of America, Inc.
Texas State Association
8140 Burnet Road
Austin, TX 78766
(512) 459-3269

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Future Homemakers of America, Inc., 1993. *Financial Fitness.*

Future Homemakers of America, Inc., 1997. *Power of One.*

Future Homemakers of America, Inc., 1998. *FHA/HERO Career Connection.*

Future Homemakers of America, Inc., 1999. *Leaders at Work.*

Future Populations: World, Country, and State presented by Dr. Peter Bishop at the State Professional Development Conference for Home Economics Teachers, July 24, 1998.

Historical Costuming
www.milieux.com/costume

Hogg Foundation for Mental Health
The University of Texas at Austin
P.O. Box 7998
Austin, TX 78713-7998
(512) 471-5041

Home Economics Curriculum Center
Texas Tech University
Box 41161
Lubbock, TX 79409-1161
(806) 742-3029
www.hs.ttu.edu/hecc

Home Economics Curriculum Center, 1992. *Effective Management of Multiple Roles: Family and Work.*

Home Economics Curriculum Center, 1997. *Skills for Life.*

Home Economics Curriculum Center, 1999. *Essential for Home Economics Education: The Cornerstone.*

Home Economics Curriculum Center, 1999. *Implementation Overview Handbook. Texas Essential Knowledge and Skills for Home Economics Education.*

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Home Furnishings NetQuarters
www.homefurnish.com

homeowners.com
www.homeowners.com

Hoover Home Institute
www.hoovercompany.com

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Housenet.Com
www.housenet.com

Resources - Continued

I Am Your Child
www.iamyourchild.org

International Association of Financial Planners
www.iafp.org

International Fabricare Institute
www.ifi.org

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139
(301) 731-1600
www.ira.org

International Textile and Apparel Association
www.itaasite.org

Joint Center for Housing Studies
www.gsd.harvard.edu/jcenter

Jump$tart Coalition for Personal Finance Library
www.jumpstartcoalition.org

Juvenile Products Manufacturers Association (JPMA)
www.jpma.org

Kidsource
www.kidsource.com/index.html/

Library of the Workplace
www.cord.org/workplacelibrary

Lions Club International
www.lions.org

Maternal and Child Health Bureau (National Maternal and Child Health Clearinghouse)
www.nmchc.org

Mayo Clinic Patient and Health Education Center
www.mayo.edu

Maytag Appliances
www.maytag.com

Mental Health Association in Texas
8401 Shoal Creek Blvd.
Austin, TX 78757
(512) 454-3706

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Mississippi State University Extension Services
www.ext.msstate.edu/

Monster Board
www.monster.com

Mortgage 101
www.mortgage101.com

National Association of Anorexia Nervosa and Associated Disorders
Box 7
Highland Park, IL 60035
(847) 831-3438

National Association of Colleges and Employers
www.jobweb.org

National Association for the Education of Young Children (NAEYC)
1509 16th Street NW
Washington, DC 20036
(800) 424-2460
www.naeyc.org

National Association of Home Builders
www.nahb.com

National Committee to Prevent Child Abuse
www.childabuse.org

National Council on Family Relations (NCFR)
3989 Central Avenue NE, Suite 550
Minneapolis, MN 55421
(888) 781-9331
www.ncfr.org

National Dairy Council
O'Hare International Center
10255 West Higgins Road, Suite 900
Rosemont, IL 60018-5616
(847) 803-2000
www.nationaldairycouncil.org/

National Endowment for Financial Education
High School Financial Planning Program Teacher's Guide and Student Workbook (Order classroom set)
4695 South Monaco Street
Denver, CO 80237-3403
(303) 741-6333

National FFA Foundation. *Food Science, Safety, and Nutrition: Curriculum Guide.*
www.ffa.org/foundation/index.html

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National Health Information Center
nhic-nt.health.org

National Highway Traffic Safety Administration
www.nhtsa.dol.gov

National Institute for Consumer Education
www.emich.edu/public/coe/nice

National Institutes of Health
www.nih.gov

National Maternal and Child Health Clearinghouse
www.nmchc.org

National Network for Child Care
www.nncc.org

National Network for Family Resiliency
www.nnfr.org

National Parent Information Network
ericps.ed.uiuc.edu/npin/ponhome.html/

Office of Consumer Affairs
www.doc.gov/oca

Ohio State University Extension (Ohioline)
www.ag.ohio-state.edu or *ohioline.ag-ohio-state.edu/lines*

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www.rmhc.com/

Rotary Clubs International
www.rotary.org

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Schaefer, Claire, 1994. *Fabric Sewing Guide.* Radnor, PA: Chilton Book Company.

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The Soap and Detergent Association
475 Park Avenue South
New York, NY 10016
(212) 725-1262
www.sdahq.com

Social Statistics Briefing Room
www.whitehouse.gov/fsbr

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Texas Agricultural Extension Service (Contact the Family and Consumer Sciences Agent in each county)
fcs.tamu.edu or *agextension.tamu.edu*

Texas Agricultural Extension Service: Extension Food and Human Nutrition
agweb.tamu.edu/ansc/nutr/nutr.htm

Texas Agricultural Extension Service, 1996. *A Glance at Growth and Development Chart* (L-1404).

Texas Association for the Education of Young Children (TAEYC)
818 E. 53rd Street
Austin, TX 78751
(512) 471-2392

Texas Child Care (Contact the Texas Workforce Commission for subscription information)

Texas Department of Health
1100 West 49th Street
Austin, TX 78756
(512) 458-7111
www.tdh.texas.gov

Texas Department of Human Services
701 W. 51st Street
Austin, TX 78751
(512) 438-3011
www.dhs.state.tx.us

Texas Department of Protective and Regulatory Services
P.O. Box 149030
Austin, TX 78714-9030
(512) 438-3011
www.tdprs.state.tx.us

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Texas Information and Referral Network
P.O. Box 13247
Austin, TX 78711
(512) 424-6520

Resources - Continued

Texas Parenting News (Contact the Texas Workforce Commission for subscription information)

Texas Real Estate Commission
www.trec.state.tx.us

Texas Work and Family Clearinghouse
101 E. 15th Street, Room 416T
Austin, TX 78778-0001
(512) 936-3228

Texas Workforce Commission
www.twc.state.tx.us

Tide Clothesline
www.clothesline.com

Tuckerman, Nancy, et al., 1995. *Amy Vanderbilt's Complete Book of Etiquette.* New York, NY: Doubleday.

USAA Education Foundation
Get MoneyWise Instructor's Manual and Student Workbook (Order classroom set)
(800) 531-8159

U.S. Census Bureau
www.census.gov

U.S. Consumer Products Safety Commission
www.cpsc.gov

U.S. Department of Agriculture
www.usda.gov

U.S. Department of Commerce
Office of Consumer Affairs
Room 5718
Washington, DC 20230
(202) 482-5001
www.doc.gov/oca

U.S. Department of Education
www.ed.gov/index.html

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U.S. Department of Labor
www.dol.gov

U.S. Department of Labor, 1999. *Occupational Outlook Handbook.* Chicago, IL: Bureau of Labor Statistics.

U.S. Department of Labor, 1999. *O*Net Dictionary of Occupational Titles.* Indianapolis, IN: Jist Works, Inc.

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U.S. Postal Service
www.usps.gov

Video Placement Worldwide
25 2nd Street, N., Suite 180
St. Petersburg, FL 33702
(800) 358-5218
www.vpw.com

Vocational Instructional Materials Laboratory
The Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4277

Wellness Web
wellweb.com/

Women's Wear Daily
www.wwd.com/

Young Children (Contact the National Association for the Education of Young Children for subscription information)

Zero to Three
www.zerotothree.org

Maturity Is . . .

Chronological

Physical

Emotional

Social

Intellectual

Developmental Tasks of Adolescence (Havighurst)

Task One — to achieve new and more mature relations with peers of both sexes

Task Two — to adopt socially approved masculine or feminine adult roles

Task Three — to accept physique and to use body effectively

Task Four — to achieve emotional independence

Task Five — to develop a personal attitude toward marriage and family living

Task Six — to select and prepare for an occupation

Task Seven — to acquire a set of standards as a guide to behavior

Task Eight — to accept and adopt socially responsible behavior

Thinking Positively

I feel best about myself when . . .
I am happiest when . . .
I'm best at . . .
I like the way I look when . . .
I feel that friends like to be around me because . . .
My families praises me when . . .

TA 4
TEKS 1E

STEPS IN DECISION MAKING

5. *Evaluate* the decision.

4. *Act* on the decision.

3. *Choose* the best alternative.

2. *List* all possible alternatives.

1. *Identify* the decision to be made or the problem to be solved.

Case Studies on Decision Making

1. Cheryl has just begun to make new friends after moving into the school she is now attending. She has been invited to a party being given by a friend of one of her new friends. She is very excited about going to her first party after moving. Upon arriving at the party, she noticed a group of guys and girls on the patio smoking marijuana. They invite her to join them.

2. Celine and Jon have been dating for a year. They even talked about being married one day. Jon has said that he would like for them to be engaged by the time they start their senior year. He has also mentioned that he thinks their relationship should be even more serious than it is. Celine is afraid that if she does not give in to Jon's wishes they will break up.

3. Bill and Joe are good friends and do a lot of work on their cars together. They spend a lot of time in stores that sell car parts and equipment looking at different accessories they can install on their cars. While shopping one day, Joe notices that Bill has slipped a small side mirror into his backpack and obviously does not intend to pay for it.

4. Tanya, a high school senior, has recently taken a part-time job in a supermarket. She does not know any of the other part-time workers and is anxious to make a good impression on both the store managers and her co-workers. One night Marcus, another part-time employee, told her that he was going to meet some friends after work for a party, and she was welcome to come also. She decided to go along for a short time. As they were leaving, she noticed that Marcus had bought a six-pack of beer to take to the party.

TA 6
TEKS 1E

Analyzing Decisions

Directions: Read the decision-making case study assigned to your group. Discuss and record answers to the following questions. When you are finished, be sure to attach a copy of the case study to the answer sheet.

1. What are two possible decisions that could be made in the situation?

2. How might each decision affect an individual personally?

3. How might the decisions be influenced by family or culture?

4. How might the decisions be influenced by technology?

5. How might the decisions be influenced by society?

6. How might the decisions be influenced by demographic considerations?

7. How might the decisions be influenced by economic considerations?

Decisions: Influences and Implications

Difficult decisions facing young adults	Pressures that might influence the decision	Possible implications of the decision on peers, families, and one's future

TA 7
TEKS 1F

TA 8
TEKS 2B

Communication Skills

"Communication" is the process by which ideas, feelings, and information are shared. It involves the skills of listening, speaking, and writing.

In order for communication to occur, a message must be sent and received.

Basic to all communication is self-concept. A person must understand himself or herself before he or she can communicate effectively with others.

Communication is influenced by various factors including the attitudes, personalities, perceptions, ideas, sensitivities, and communication skills of the sender and the receiver.

The types of communication include verbal and nonverbal communication.

Mixed messages occur when someone does not say what she or he really means. This affects the listener's perception of what the sender is really communicating. It is also important for verbal communication and body language to agree.

Physical conditions such as impaired sight and hearing effect communication. A person who is visually impaired must make special provisions to communicate — primarily in regards to written communication. Braille is a method of communication that enables the visually impaired to read.

Sign language is a communication tool used by individuals who are hearing impaired and others wishing to communicate with the hearing impaired. Some hearing impaired individuals may use hearing aids or read lips rather than using sign language.

Selective listening occurs when a person only hears what he or she wants to hear.

Communication can be improved by pleasant facial expressions, appropriate eye contact, appropriate tone of voice, and a touch on the hand, arm, or shoulder.

Communication — Words to Know

Communication is the process by which ideas, feelings, and information are shared. It involves the skills of listening, speaking, and writing.

Listening is an important part of communication. The listener receives the message and then interprets it. A good listener makes an effort to clearly understand the message.

Passive Listening occurs when an individual receiving information provides responses that invite the speaker to share opinions and ideas. The passive listener may hear the words without listening for meanings.

Active Listening requires the listener to understand what the speaker actually means. An active listener repeats what the speaker says to make sure the content of the message is clearly understood.

Feedback is the response a person gets to a message sent.

Two-way communication occurs when the speaker and the listener both provide feedback.

One-way communication occurs when the person receiving information cannot obtain feedback.

Body Language is communicating messages through gestures and body movements.

Perception is how one selects, organizes, and interprets information.

Self-disclosure occurs when people voluntarily tell others information about themselves that the other party is unlikely to know or discover from other sources.

TA 10
TEKS 2B

Levels of Communication

Level 1

Deepest thoughts and feelings are revealed. Reactions and emotions are shared by the speaker and listener.

Level 2

An honest sharing of feelings and emotions occurs at this level.

Level 3

Some ideas are shared. The speaker watches for acceptance or rejection of ideas before continuing conversation.

Level 4

No opinions or feelings are expressed in this level. Events or facts are reported.

Level 5

There is no sharing of emotion in this level, and conversation is often based on common expressions. This is the lowest level of communication.

Verbal and Written Communication

Verbal Communication

A responsible speaker who wants to be understood strives to send a clear message to the listener. Important communication skills to master when speaking include the following:

- Use correct, standard English rather than slang or casual expressions others may not understand. Use standard grammar and develop a broad vocabulary.
- Organize the information to be presented in a logical manner in order to help facilitate understanding.
- Speak to the listener. Look directly at the listener and establish eye contact. Eye contact shows the listener that the speaker is interested in talking to her or him.
- Speak clearly and distinctly. Avoid running words together, mumbling, talking too fast or too slow, and speaking away from the listener.
- Use a courteous and friendly tone of voice when speaking. Be tolerant of other individual's points of view and avoid complaining and arguing.
- Avoid monopolizing a conversation by telling every detail of a story.

Written Communication

Written communication is important for school, work, and everyday activities. In the workplace, written communication skills are needed for writing office memos, reports, and business letters. Many people have difficulty putting their thoughts into words. Other people find it easier to communicate more easily using written communication skills. Written communication skills can be improved through practice. Reading newspapers and books also can improve writing skills.

Listening and Feedback

▲ It is important for individuals to possess good communication skills. Research has shown that individuals spend approximately 70 percent of each day communicating, whether it be speaking, listening, reading, or writing. Approximately 42 percent of this time is spent listening, 32 percent is spent speaking, 15 percent is spent reading, and 11 percent is spent writing.

Listening

Listening is a communication skill that is often overlooked. It is one of the more difficult skills to learn. Messages must be sent as well as received for communication to occur. Therefore, communication fails when a person does not listen to the message sent. The ability to receive a message is as important as the ability to send a message.

Listening is not the same as hearing. Both hearing and listening use the ear, but listening involves understanding what is heard. Reasons people do not listen include the following:

- distracting interruptions such as noises from outside
- thinking about something else
- disagreeing with what the speaker has to say
- assuming what the speaker will say
- having difficulty hearing the speaker
- misunderstanding the speaker's words
- being distracted by the speaker due to mannerisms, tone of voice, or other reasons

The two basic methods of listening:

- ***Passive Listening*** — an individual receiving information provides responses that invite the speaker to share opinions and ideas. The passive listener may hear the words without listening for meanings. For example, an individual may only reply with phrases such as "I see" or "Really" when listening.
- ***Active Listening*** — usually more effective than passive listening and requires the listener to understand what the speaker actually means. In active listening, the listener repeats what the speaker says to make sure the

content of the message is clearly understood. It is important for the listener to repeat or rephrase only what the speaker has said and to avoid giving advice.

Listening can be improved with patience. In order to become good listeners, individuals must practice listening skills such as the following:

- Concentrate on what is being said.
- Ignore distractions.
- Establish eye contact with the speaker.
- Do not interrupt the speaker.
- Ask the speaker to explain in more detail what she or he is saying.
- Listen to the entire message rather than selected parts.
- Keep an open mind to new ideas.
- Listen for feelings that are not verbally expressed by the speaker, such as happiness, sadness, anger, or frustration.

Feedback

Feedback is the response a person gets to a message sent. It is an important factor in effective communication. Feedback is a process by which the listener and speaker check the meaning of a message. It assures the listener that he or she understands the speaker's message. Feedback also assures the speaker that her or his message is understood by the listener. In addition, feedback provides the speaker the opportunity to clear up a message that has been misunderstood. Examples of feedback include the following:

- active listening
- asking questions
- expressing feelings about a matter

Two-way communication occurs when the speaker and the listener both provide feedback. ***One-way communication*** occurs when the person receiving information cannot obtain feedback. Training videos and instructional manuals are examples of one-way communication. An individual cannot question the instructor of a training video or the author of a manual. An individual must use his or her own judgement to interpret the information. Misunderstanding often occurs in one-way communication.

TA 13
TEKS 2B

Communicating Appreciation and Acceptance

- "You must have really worked hard to decorate for this awesome pep rally."
- "I was pleased that you shared that interesting story with our class."
- "You never forget to read me a story."
- "I like your CD music."
- "Your plan to go to the game and then to the dance afterwards sounds fun."
- "I would like to take you to the school party to introduce you to several of my friends."

TA 14
TEKS 2C

Conflict Resolution: Constructive versus Destructive

There are many ways to resolve conflict. For conflict to be resolved, some form of change has to be accepted by both parties. This involves give and take. Conflict resolution can only occur if both parties are willing to work together.

Differences are sure to arise between people. When these differences are resolved in constructive ways, relationships can actually be made stronger. When destructive methods are used, relationships may be damaged or destroyed. The conflict either will not be resolved, or one party will definitely come out the loser. Learning to recognize constructive and destructive behaviors can help persons focus on positive ways to resolve differences.

Constructive Conflict Resolution

The following list describes four constructive ways to resolve conflicts.

- ***Consensus*** – Both individuals are able to see each other's point of view and choose a solution good for both of them.
- ***Concession*** – One individual agrees to give in to the other.
- ***Accommodation*** – Both individuals "agree to disagree." They accept differences and agree not to let these differences grow into major problems.
- ***Compromise*** – Both individuals give in and find an agreement they can both live with. The result is based on a combination of their views.

Destructive Conflict Resolution

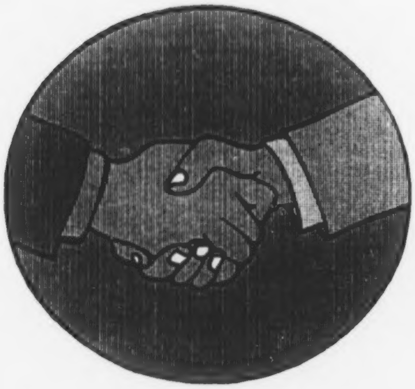
When differences arise between people, negative reactions can damage or destroy relationships. The following list is a sample of some destructive behaviors that are often used in resolving conflicts.

- ***Attempting to prove who is right*** makes the conflict worse. Personal feelings get involved, and parties are unable to focus on resolving the issue.
- ***Blowing up*** or getting angry damages the relationship. Blowing up may involve crying, screaming, shouting, stomping feet, or other exhibitions of anger. Angry outbursts can result in hurt feelings and grudges. Often, thoughtless words are said that are not meant but are hard for the other person to forget.
- ***Bagging*** occurs when a person saves up irritations, hurts, and anger instead of confronting issues as they develop. Bagging causes anger and resentment to build. Individuals with "baggage" find it hard to focus on the immediate issue, which makes it hard to resolve.
- ***Personal attacking*** is another behavior that damages relationships. When a person ridicules or belittles someone else, the real issue is not addressed. Problem solving becomes difficult, and trust is destroyed.
- ***Lying*** damages trust and cause relationships to suffer greatly. Lying sometimes seems a quick way to get out of a conflict, but conflicts can never really be resolved without honesty. Lying will eventually weaken and destroy the very foundation of relationships.
- ***Deceiving*** is much like lying. The person practicing deception tries to gain an advantage by misrepresenting the truth in his or her favor. Eventually, others begin to doubt that person's honesty and the accuracy of any information.

TA 15
TEKS 2C

Practicing Constructive Conflict Resolution

- Put yourself in the other person's shoes.
- Do not change the subject.
- Face the conflict without fear. (Do not avoid.)
- Cooperate by working together toward a solution.
- Be honest about your needs and wants.
- Be flexible and willing to bend.
- Be accepting of compromises.
-
-
-



TA 16
TEKS 2D

Interpersonal Relationship Skills

Directions: Interview two adults in the community to gather information about interpersonal relationship skills needed for family living and career success.

What are important skills needed to develop successful personal and professional relationships?

#1 ____________________ #2 ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________

Which relationship skills encourage others to feel comfortable and at ease?

#1 ____________________ #2 ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________

How do healthy relationships with family, friends, and acquaintances assist in preparation for adulthood?

#1 ____________________ #2 ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________

Conclusions
These are the things I learned during these interviews that help me determine how healthy relationships assist in preparation for adulthood.

1.

2.

3.

TA 17
TEKS 2F

Qualities of Strong Friendships

Definition of friend

The dictionary definition of friend is both specific and philosophic. It helps confirm old but hazy notions of the meaning when the word is defined by scholars.

Webster's New World Dictionary of the American Language, Second Edition, David B. Guralnik, Editor in Chief.

Friend (frend) n. 1. A person whom one knows well and is fond of; intimate associate; close acquaintance. 2. A person of the same kind in a struggle; one who is not an enemy or foe; ally. 3. a supporter or sympathizer. 4. Something thought of as like a friend in being helpful, reliable, etc.

Relationships with friends

During the young adult years, peer friendships are very important. Openness, conformity, and loyalty reach a peak during these years. Being able to have a meaningful relationship with a peer is a valuable skill for young adults to develop. The basis of a meaningful and intimate relationship is effective communication. Good friends feel at ease talking about similar interests. They know they can trust each other to accept the thoughts and deep feelings they express. Strong, close friendships are supported by open, caring, trustful, and honest communication. Friendships that are allowed to nurture and develop at their own rate are more likely to take deep roots.

Rewards of friendships

What does a person gain from a relationship with friends? Including a variety of friends in your life will bring many different rewards. Friends give acceptance, approval, and a sense of belonging. They allow you to share experiences, feelings, and ideas with another person. When a friend treats you with respect and shows appreciation, your self-concept improves. Your positive self-concept allows you to be more outgoing and friendly to others. In turn, you are more likely to be the kind of person that others enjoy being around. Friends can introduce you to new books, movies, music, foods, traditions, games, sports, and many other activities. True friends will not expect you to do anything that makes you feel uncomfortable. They can also "share the care" when you have a problem. The knowledge that someone will be there for you gives a valuable sense of reassurance and security.

TA 18
TEKS 2G

Strategies for Managing Peer Pressure

☞ **Be assertive.**
(Make your own decisions and carry them out with confidence.)

☞ **Plan ahead of time.**
(Think about what you would do if a specific situation occurs.)

☞ **Make eye contact.**
(Look the other person in the eye as you speak.)

☞ **Be direct.**
(Explain how you feel. Do not waste time or put off your explanation.)

☞ **Suggest an alternative.**
(Suggest another activity or idea, one that is a wise choice.)

☞

☞

Types of Family Structures

Traditional or Nuclear family

A married couple and one or more children

Single-parent family

One parent, either the mother or the father, and one or more children who all reside together. Single parents may be divorced, widowed, unmarried, or abandoned.

Blended family

A married couple, their children and their children from previous marriages

Childless couple

A married couple without children

Multigenerational household

Nuclear, single-parent, blended, childless, or foster families, plus other relatives, such as grandparents, aunts, uncles, and cousins, who reside together

Foster family

Families who provide care for children when their parents are unable to care for them

Single Person

Single adult living alone

Family Life-cycle Stages

Beginning Stage

Childbearing Stage

Parenting Stage

Launching Stage

Mid-years Stage

Aging Stage

Family Structure Changes Throughout the Life Cycle

TA 21
TEKS 3A

Directions: Complete the chart by providing examples of family structure changes throughout the life cycle.

Beginning Stage	Childbearing Stage	Parenting Stage	Launching Stage	Mid-Years Stage	Aging Stage
Example: Childless couple					

Grandparents Raising Grandchildren

◆ There are many issues to consider when grandparents are raising grandchildren. Some of these may include the following:

- **Legal issues**
  (including custody, adoption, guardianship, kinship, foster care)

- **Financial issues**
  (including food, clothing, housing, transportation)
- **Medical Care/Insurance**
  (including private insurance, medical assistance, Medicaid)
- **Child Care**
  (including day care, nursery school, babysitting)
- **Education**
  (including public schools, testing, tutoring, remedial education, school records)
- **Psychological/Emotional issues for Grandchildren**
  (including loss, anger, confusion)
- **Health of the Grandparent(s)**
  (including stress, support groups, parent effectiveness)

Source: Association of Retired Persons (AARP), Grandparent Information Center, 601 E Street NW, Washington, DC 20049.

Basic Functions of the Family Interview Questions

Questions	Family #1	Family #2
1. What needs of family members are the easiest to recognize?		
2. What are some needs of your family members that are not easily recognized?		
3. How do you nurture the personality growth of your children?		
4. What has been a difficult time for your family?		
5. What do you see as the greatest difficulty(ies) in meeting the emotional needs of family members?		
6. What do you see as the greatest reward gained from providing the basic needs for your family?		

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Basic Functions of the Family, Cont'd.

Conclusions: These are things I learned from the interview responses that help me understand the importance of fulfilling the basic needs for family members.

1.

2.

3.

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TEKS 4C

Characteristics of a Healthy Person

Good health is easily revealed in one's behavior, actions, and appearance. The following activities will help you recognize the characteristics of a healthy person.

For each of the categories below, write the characteristics of a healthy person. As a confidential self-evaluation exercise, compare your personal characteristics to the good health characteristics.

Posture

Weight

Skin

Hair

Eyes

Attitude

Behavior

Childhood Immunizations

Age	Immunization
2 months	1st Diptheria, Tetanus, Pertussis (DTP) shot 1st Oral Polio vaccine
4 months	2nd DTP shot 2nd Oral Polio vaccine
6 months	3rd DTP shot 3rd Oral Polio vaccine Measles (Plain) shot
12 months	Tuberculin test
15 months	Measles, Mumps, and Rubella (MMR) shot
18 months	DTP (booster) Oral Polio (booster) MMR shot (if not already received)
18 - 24 months	Hib (HbPV) vaccine for meningitis
4 - 6 years (before starting school)	DTP (booster) Oral Polio (booster) MMR (if not already received)
10 - 12 years	Measles, Mumps, and Rubella (MMR)

Diseases that Threaten Children

Disease	Symptoms	Cause	Incubation	Appropriate Care
AIDS (acquired immune deficiency syndrome)	Swollen lymph nodes; low-grade fever; sore throat; persistent colds; unexplained weight loss; persistent, severe diarrhea	Human Immunodeficiency Virus. HIV can be passed from an HIV- infected mother to her baby during pregnancy or birth; by receiving HIV- infected blood or blood products; or by sexual contact with an HIV-infected person.	5-10 years	Physician care, moral support, good nutrition, good hygiene
Chickenpox	Fever; weakness; red, itchy rash on chest and back	Chickenpox is spread by breathing in infected droplets or by contact with the ruptured sores of someone who has it.	2 weeks	Restrict to bed rest for 1 week. Keep away from other children. Use acetaminophen to control fever. Keep skin clean by giving frequent baths. This also helps sooth itching. Anti-itch medicine may be applied. Disease lasts 7 to 10 days.
Croup	Loud, brassy cough; breathing difficulties; hoarse voice that worsens at night	A viral infection of the larynx (voice box), trachea (windpipe), and bronchial tubes. It occurs most often in children ages three months to five years.	2 to 5 days	Being in a steamy bathroom for 10 minutes is helpful in reducing the cough and swelling. Comfort child with cuddling, reading, or playing to eliminate fear caused by the loud cough. Give child clear and warm liquids. Caregivers should listen for a worsening condition at night.
Diptheria	Sore throat; nasal discharge; fever; thick gray membrane covering the throat and tonsils; rapid pulse	Infection occurs by inhalation of airborne droplets exhaled by a person with the disease. It attacks the respiratory system.	2 days to 1 week	The vaccine is part of a booster shot that includes pertussis and tetanus (DTP). Isolate child and confine to bed rest for 10 to 14 days. Give child liquids and soft diet.
Hepatitis A	Fatigue; profound loss of appetite; yellowish skin; dark brown urine; light colored stool	Viral infection causing inflammation of the liver. Transmitted primarily by contaminated food and water.	2 weeks to 1 1/2 months	Consult physician. Restrict child to bed rest. Keep away from other individuals for 1 week. Notify health department so that those exposed to the child may be treated.
Impetigo	Itchy blisters that break and form crusty sores that contain yellowish pus; usually in the area of the mouth and nose	Strep or staph organisms. Physical contact can spread the infection.	4 to 10 days	Wash the infected area daily with anti-bacterial soap or cleanser. Keep the child clean and enforce handwashing procedures. Use an antibiotic ointment.
Influenza (flu)	Sudden chills; runny nose; sudden high fever; headaches; body aches; sore throat; cough; fatigue	Viral infection transmitted by inhaling infected droplets from the air.	24 to 72 hours	Consult physician. Child should stay warm and drink plenty of liquids. Restrict child to bed rest for at least 3 days. Avoid extensive contact with other children. Use acetaminophen to control fever.

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TEKS 4C

Disease	Symptoms	Cause	Incubation	Appropriate Care
Measles	Fever; coughing and sneezing; swollen eyelids; sore throat; tiny white spots on the lining of the cheek; rash	Measles is caused by a virus that is transmitted by inhaling infected droplets such as from a sneeze. It is most contagious before the rash appears.	10 to 14 days	See a physician. Child should be kept in bed for the duration of the fever. A child with sensitive, swollen eyes and eyelids should be kept in a darkened room and avoid activity that may lead to eye strain until the swelling and discomfort disappear. All children should be vaccinated for measles.
Meningitis	Fever; stiff neck; nausea; vomiting; loss of consciousness	Bacterial infection usually enters blood as result of another infection and attacks brain and spinal fluid.	2 to 10 days	Consult a physician. Avoid contact with other children until medical release. A spinal tap is the only way to positively diagnose meningitis.
Mumps	Swollen and painful salivary glands; fever; weakness and fatigue; boys also may have painful swelling in testicles	Virus is spread by inhalation of infectious droplets. It is most contagious during the first four days. As swelling decreases, the person is less contagious.	14 to 28 days	See a physician. Bed rest and a liquid diet are recommended. Acetaminophen should be given for pain and discomfort. Children should be vaccinated. The vaccination may be received in a combination Measles/Mumps/Rubella (MMR) vaccine.
Pertussis (whooping cough)	Sneezing; nasal congestion; tearing; loss of appetite; hacking cough that ends with a high-pitched whoop; vomiting	It occurs in infants less than two years old and is contracted by the inhalation of infected airborne droplets often from an adult who has a mild case.	10 days to 2 weeks	See a physician. An antibiotic should be prescribed. Cough medicines will do very little for whooping cough. Infants who contract the disease may recover faster if hospitalized. A soft diet with bed rest is recommended. Get medical clearance before returning child to school or vigorous play. The vaccine is part of a booster shot that also includes diptheria and tetanus (DTP).
Pinkeye (conjunctivitis)	Reddened eyes; yellowish white pus drains from eyes; eyelids are stuck together upon awakening	Viral or bacterial infection; often with a cold, ear infection, or upper respiratory infection; moves to eyes by scratching or rubbing.	24 to 72 hours	Avoid contact with other children until the treatment begins. Enforce handwashing procedures. The disease spreads easily through contact. If possible, keep the child home until the infection is gone.
Poliomyelitis (Polio)	Fever; headaches; muscles of neck and back become stiff; sore throat; vomiting; muscles become painful and tender and paralysis soon follows	A virus attacks the gray matter of the brain and spinal cord. The virus is passed by direct contact with contaminated feces or saliva.	4 to 13 days	Seek medical attention immediately. Isolation and bed rest are recommended during the acute phase of the infection. When paralysis occurs, recovery may take several months. Children must be vaccinated.
Ringworm	Dry, circular patches on the skin; bare spots on scalp	Fungal infection that lives in dogs, cats, and humans. It spreads easily from person to person.	10 to 14 days	Avoid contact with other children. Apply fungicidal compounds to infected area as advised by a doctor.

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TA 26c
TEKS 4C

Disease	Symptoms	Cause	Incubation	Appropriate Care
Rubella (German Measles)	Rash; mild fever	It is transmitted by inhalation of droplets that carry the virus.	2 to 3 weeks	Seek medical attention. Keep children at home until fully recovered. It is very dangerous for pregnant women to contract the disease. The vaccine is given to children at 15 months. The vaccination may be received in a combination Measles/Mumps/Rubella (MMR) vaccine.
Scabies	Severe itching and scratching; small raised reddened areas on the skin; gray or black lines under the skin	Skin infection caused by an insect mite that burrows under the skin and lays her eggs.	3 to 4 days	Avoid contact with other children. Contact the health department to inquire about treatment for other individuals who have come in contact with the disease. Wash all clothes, linens, and towels used by the child in hot water and dry them in a hot dryer.
Scarlet Fever	Fever; headaches; sore throat; vomiting; swollen lymph nodes; rash on neck and chest within 12 to 36 hours	It is caused by a streptococcal bacteria. It was once a very serious childhood illness. Today, it is rare. The onset is sudden and begins with a sore throat, high fever, and vomiting.	immediate onset	Give plenty of water unless the person is vomiting. Bed rest is recommended. See a doctor. Penicillin or another antibiotic may be prescribed for a minimum of 10 days. Children with scarlet fever usually recover within a week. Caregivers should watch for complications which might include earaches and/or inflamed neck glands.
Sore Throat	Sore, scratchy throat; difficulty in swallowing; possible fever	Can be caused by an upper respiratory virus. Also associated with strep throat and mononucleosis.	2 to 5 days	Keep child away from other children until the cause of the sore throat is determined.
Strep Throat	Fever; headaches; sore throat; vomiting; swollen lymph nodes	Streptococcal bacteria spread by inhalation of infectious droplets.	immediate onset	See a physician. Penicillin or another antibiotic may be prescribed for a minimum of 10 days. Give child plenty of water, unless vomiting persists. Bed rest is recommended.
Tetanus (lockjaw)	Stiffness of jaw, neck, and muscles; irritability; spasms of the jaw and neck muscles; convulsions	Caused by bacteria whose spores are found in soil entering a deep wound where they can produce a toxin that interferes with muscle control.	8 to 12 days	Consult a physician if child is not immunized against tetanus. It may be necessary to open and clean the wound and to treat the child with antibiotics. Muscle relaxants are often used to relieve muscle spasms.
Tuberculosis	Listlessness; loss of appetite; weight loss; low grade fever; positive tuberculin skin test	It is caused by the organism Mycobacterium tuberculosis.	4 to 12 weeks from infection to demonstrable skin test.	If case is noninfectious and physical condition permits, may attend school. Refer to family physician for further study.

Safety Rules for Personal and Family Health

Preventing Falls	Preventing Cuts	Preventing Poisoning	Preventing Electrical Injuries	Preventing Fires

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TEKS 4E

Impact of Technology on Family Members

Directions: Make a list of daily, weekly, and monthly responsibilities of one adult and one young adult family member. Beside each responsibility, write how technology makes the task easier.

Adult

List of daily, weekly, or monthly responsibilities	Ways technology makes task easier
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Young Adult

List of daily, weekly, or monthly responsibilities	Ways technology makes task easier
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Conclusion

1. How has technology changed family responsibilities?

2. What are some ways the adult and young adult might use the time saved from the use of technology?

3. What negative outcomes might result from technological advances?

4. What positive outcomes might result from technological advances?

Case Studies

Directions: Read the case study and respond to the key questions that follow.

▲ Manuel and Marissa have just given birth to a premature baby. The doctors say that the baby must remain in the hospital for several weeks.

Key Questions:

1. What technological advances will be used to help this baby?
2. What challenges will Manuel and Marissa face as a result of the baby remaining in the hospital?
3. How may technology aid this family when the baby goes home?
4. What stresses may result from the birth of a premature baby?
5. What technology may help these stresses?

▲ Richard has chosen to operate his computer analysis business at home in order to care for his young children.

Key Questions:

1. What technology will help Richard care for his children while he operates his business from home?
2. How are these technological advances altering the traditional roles and responsibilities of parenthood?
3. How might the development of children be affected either positively or negatively by altering these roles and responsibilities of parenthood?

▲ Jennifer assumes the multiple roles of university student, wife, mother, and wage earner. Daniel, Jennifer's husband, is in the military and on active duty in Europe. Jennifer's mother takes care of her two-year-old daughter while she attends school and works part-time as a sales associate at a discount store. Jennifer lives in an efficiency apartment and is fully responsible for food purchasing and preparation, laundering, and house cleaning.

Key Questions:

1. What technology will help Jennifer purchase food for her family?
2. What technological advances will help Jennifer save food preparation time?
3. What technological advances might help her with her role as a university student?
4. What technology might help Jennifer care for her two-year-old daughter?
5. How may technology help her manage her many roles?
6. How can technology help Jennifer and Daniel maintain a close relationship with all members of the family?

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TEKS 4F

Management Practices for Individuals Assuming Multiple Roles

Information:
In many of today's families, the adults work outside the home. For these families, management practices facilitating individuals managing multiple family, community, and career roles become more challenging. Also, as young adults mature, they are expected to assume greater family responsibilities.

Directions: Respond to the following questions by writing paragraphs with a minimum of five sentences for each answer.

1. As a high school student, in what ways have you assumed greater responsibilities at home and outside your home?

2. What other responsibilities might you assume now?

3. What family responsibilities do you plan to assume in the future?

4. What are some techniques you have seen adults use to manage multiple family, community, and career roles?

5. Why is it important for you to think about the challenges of managing multiple family, community, and career roles now?

Stressful Family Situations

- Divorce
- One-parent family
- Technological change
- Unemployment
- Two or more generations living in the same household
- Young adults in trouble
- Adolescent pregnancy
- Disabled or seriously ill family member
- One parent away from home for extended periods of time due to military duty or other employment-related reasons

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TEKS 6A

Definitions of Employability Terms

Benefits	Indirect forms of payment for work other than money. Employee benefits required by the federal government include social security, unemployment insurance, and family leave (available to employees of organizations with more than 50 employees). Many employees receive additional benefits that are not required by law, such as paid vacation and sick leave, holidays, profit sharing and retirement programs, child care options/programs, and cafeteria-style plans. Worker's compensation is a benefit that is optional to employers in Texas. However, worker's compensation is required by law in some states. Health insurance is an additional benefit not currently required by law. It is possible that sometime in the future, health insurance may become a legally-required benefit.
Employment Objective	A one or two-sentence statement that clearly and concisely states the type of position being sought and any personal preferences such as "afternoons only."
Private Employment Agency	A business that charges a fee for assisting job seekers with a job search; the fee may be paid by the job applicant or the employer depending on prior negotiations.
Follow-up Letter	A letter that an individual writes after an interview to express appreciation for the interview.
Job Application	A form completed by prospective employees to provide factual information involving education, past work experiences, skills, and personal characteristics; the job application is used in addition to the resumé.
Job Interview	The actual meeting between the employer/interviewer and the prospective employee. The purpose of the job interview is to allow the employer/interviewer to evaluate the job applicant in person and to provide the job applicant the opportunity to ask questions about the position.
Job Lead	Information concerning prospective job openings and employers. Sources for job leads may include friends, relatives, school counselors, help-wanted ads, employment services, and the Internet.
Letter of Application	A letter that is sent to an employer to apply for a job. The letter of application, or cover letter, may also be used when mailing a resumé to a prospective employer.
Letter of Resignation	A written notice of intent to leave a job. The letter of resignation should be given to the immediate supervisor two to four weeks in advance of the termination.
Placement Service	A service provided by schools, colleges, and universities to assist students with locating full-time and part-time employment.
Qualifications	The educational achievements, skills, aptitudes, interests, and abilities that make a person eligible to fulfill a position and perform the duties and tasks that are required. Appropriate certification and licensure is required in some professions.

Definitions of Employability Terms, Cont'd.

References	The names of responsible adults who are acquainted with the job applicant and can provide the prospective employer with information regarding the applicant's past work experience, character, skills, and aptitudes.
Resumé	A brief written history of a person's qualifications for employment, including education and work experience.
Job Termination	A person's decision to terminate, or leave, his or her job. The decision to leave a job should be made very carefully, and individuals should try to leave on good terms and with a positive attitude. The employer also has the right to terminate an employee.
State Employment Agency	A government agency that assists job seekers with finding employment within their community. This agency is financed by public funds and there is no charge for services. The Texas Workforce Commission is Texas' employment agency, and it has offices in many locations across the state.

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TEKS 6A

Guidelines for Writing Resumés

The following guidelines should be observed when writing a resumé:

- Type the resumé. Use one-inch margins and double space between paragraphs. A resumé should be one standard (8 1/2" x 11") page in length. It is not acceptable to present a resumé in handwritten form.
- Check the resumé for spelling and grammatical errors.
- Use action verbs to describe job duties. Examples of action verbs include the following: *design*, *compose*, *develop*, *maintain*, *schedule*, *supervise*, *plan*, *prepare*, and *monitor*.
- Include information relevant to the position being sought.
- List the most recent accomplishments first in the work experience and education sections of the resumé.
- Use a positive style of writing. Emphasize accomplishments rather than failures.

Sample Resumé

Chris Fowler
2525 37th Street
Dallas, Texas, 78880
(531) 279-0732

Employment Objective	Child care worker; available afternoons, weekends, and during school breaks	
Education	2000-present	North High School; Dallas, Texas
	Honors:	Honor student, "A" average North High School Student of the Year, 1999
Work Experience	1999-2000	Volunteered on weekends A-1 Child Care Center Dallas, Texas
	Summer 1999	Provided customer service (Giftwrapper) Smith's Gift Shop Dallas, Texas
Activities	Yearbook Editor Basketball Youth Fellowship	Student Council FHA
References	Available upon request.	

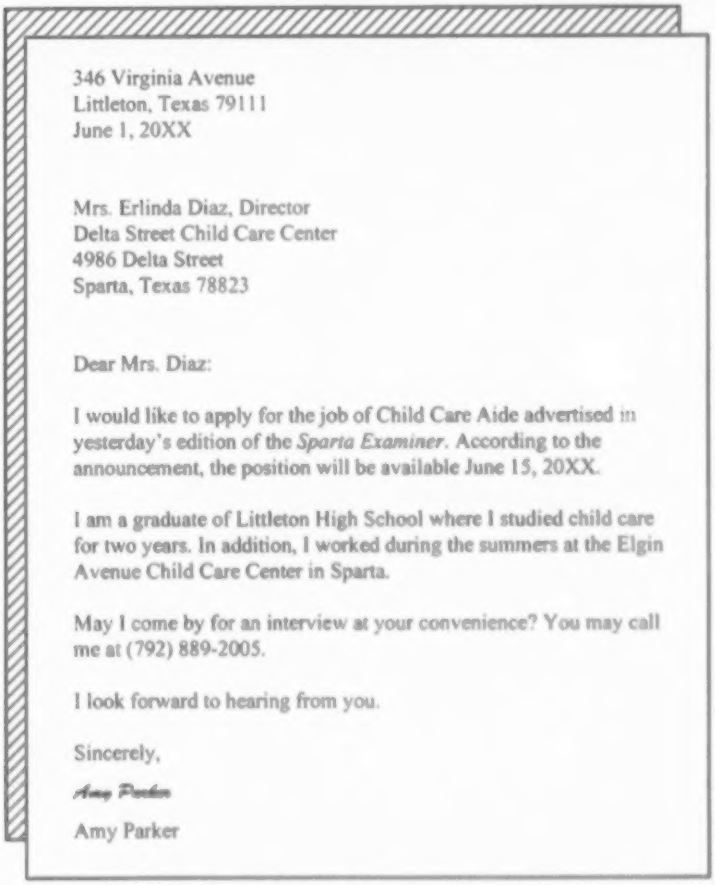
Guidelines for Writing Letters of Application

A ***letter of application*** is sent on the following occasions:

- When answering a newspaper want ad
- As a cover letter when mailing a resumé to a prospective employer
- When contacting an employer who lives in another city

Guidelines for writing letters of application are as follows:

- Type the letters of application on good quality, letter-sized (8 1/2" x 11") white or off-white paper. The letter should be neat in appearance, and there should be no typing or grammatical errors.
- Use the correct name and title of the person to whom you are writing.
- Indicate the position for which you are applying.
- If applicable, mention the name of a person who has referred you to the employer.
- Explain why you would be of value to the employer.
- In closing, request an interview.
- Keep the letter short and concise. An application letter should be one page long.
- Include your name, address, and phone number so the employer knows where to contact you.



346 Virginia Avenue
Littleton, Texas 79111
June 1, 20XX

Mrs. Erlinda Diaz, Director
Delta Street Child Care Center
4986 Delta Street
Sparta, Texas 78823

Dear Mrs. Diaz:

I would like to apply for the job of Child Care Aide advertised in yesterday's edition of the *Sparta Examiner*. According to the announcement, the position will be available June 15, 20XX.

I am a graduate of Littleton High School where I studied child care for two years. In addition, I worked during the summers at the Elgin Avenue Child Care Center in Sparta.

May I come by for an interview at your convenience? You may call me at (792) 889-2005.

I look forward to hearing from you.

Sincerely,

Amy Parker

Amy Parker

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TEKS 6A

Guidelines for Completing Job Applications

A ***job application*** must be completed neatly and precisely. The following suggestions can help an individual effectively complete a job application. Read the entire application to make sure all questions are understood.

- Follow the instructions carefully.
- Print or write neatly and clearly.
- Use an ink pen, preferably black.
- Answer each question. Do not leave questions blank. If a question does not apply to you, write NA (not applicable) in the space, or draw a line through the space.
- Spell correctly. Use your list of facts to check the spelling of names of past employers and references.
- Answer all questions honestly.
- Include area codes and zip codes in all telephone numbers and addresses that are requested.
- Use the word *open* or *negotiable* to answer questions regarding expected salary.
- List all part-time and full-time jobs you have had. Always avoid negative comments when reasons for leaving are requested.
- Emphasize special courses, experiences, on-the-job training, or hobbies that have provided skills necessary for the position.
- Include any special licenses held or certificates received.

In order to be prepared to provide a factual account of information involving past work experiences, education, personal characteristics, and skills, an individual should prepare a list of these facts to refer to when completing the job application. The list should include the following information:

- Social security number
- References (names, job titles, addresses, and telephone numbers)
- Former employers (names, job titles, addresses, telephone numbers, and dates of employment)
- Record of education (courses taken and grades received or a transcript)
- Community or school activities, honors, skills, hobbies, and interests

Sample Job Application

Complete this job application form as completely, neatly, and accurately as possible.

General Information

Date: ________ Last Name: ________________ First Name: ________________ MI: ____
Home phone: ____________ Street Address: ________________________
City: ________________ State: ________________ Zip: ____________
Social Security Number: ________________

Name of someone who can be contacted
in the case of an emergency: ________________________
Phone number: ________________

Employment History

From: ______ To: ______
Employer: ________________
Address: ________________
Supervisor's Name: ________________
Duties Performed: ________________
____
____
Reason for Leaving: ________________

From: ______ To: ______
Employer: ________________
Address: ________________
Supervisor's Name: ________________
Duties Performed: ________________
____
____
Reason for Leaving: ________________

Education

Name of School: ________________
Address: ________________
Date of Graduation: ________________
Degree Received: ________________

Name of School: ________________
Address: ________________
Date of Graduation: ________________
Degree Received: ________________

Other Information

List any awards, special talents, or interests you have:
____
____

List the names, addresses, and phone numbers of three references (not related to you):
1. ________________________
2. ________________________
3. ________________________

Date available for employment: ________________

List skills and training in which you have experience:
____
____
____
____

I acknowledge that the above information is true to the best of my knowledge.

Signature ________________ Date ________________

INTERVIEW QUESTIONS

Prepare yourself for the job interviews by writing the answers to the following questions on your own paper.

- What type of work do you want to do? Why?
- What qualifications do you have for this type of work?
- Why did you choose this particular field of work?
- Why did you select our company?
- What work experience have you had?
- What do you know about our company?
- Tell me about your background and experience.
- Are you interested in a training program?
- Is the size of our company important to you? Why?
- Do you have any questions about our company?
- What contributions can you make to our company?
- What are your strengths and weaknesses?
- What subjects have you liked the most and the least in school?
- What are your hobbies and interests?
- What type of leadership experience do you have?
- Do you have any plans for further self-improvement?
- What was your major achievement in high school?
- What starting salary or wage do you expect?

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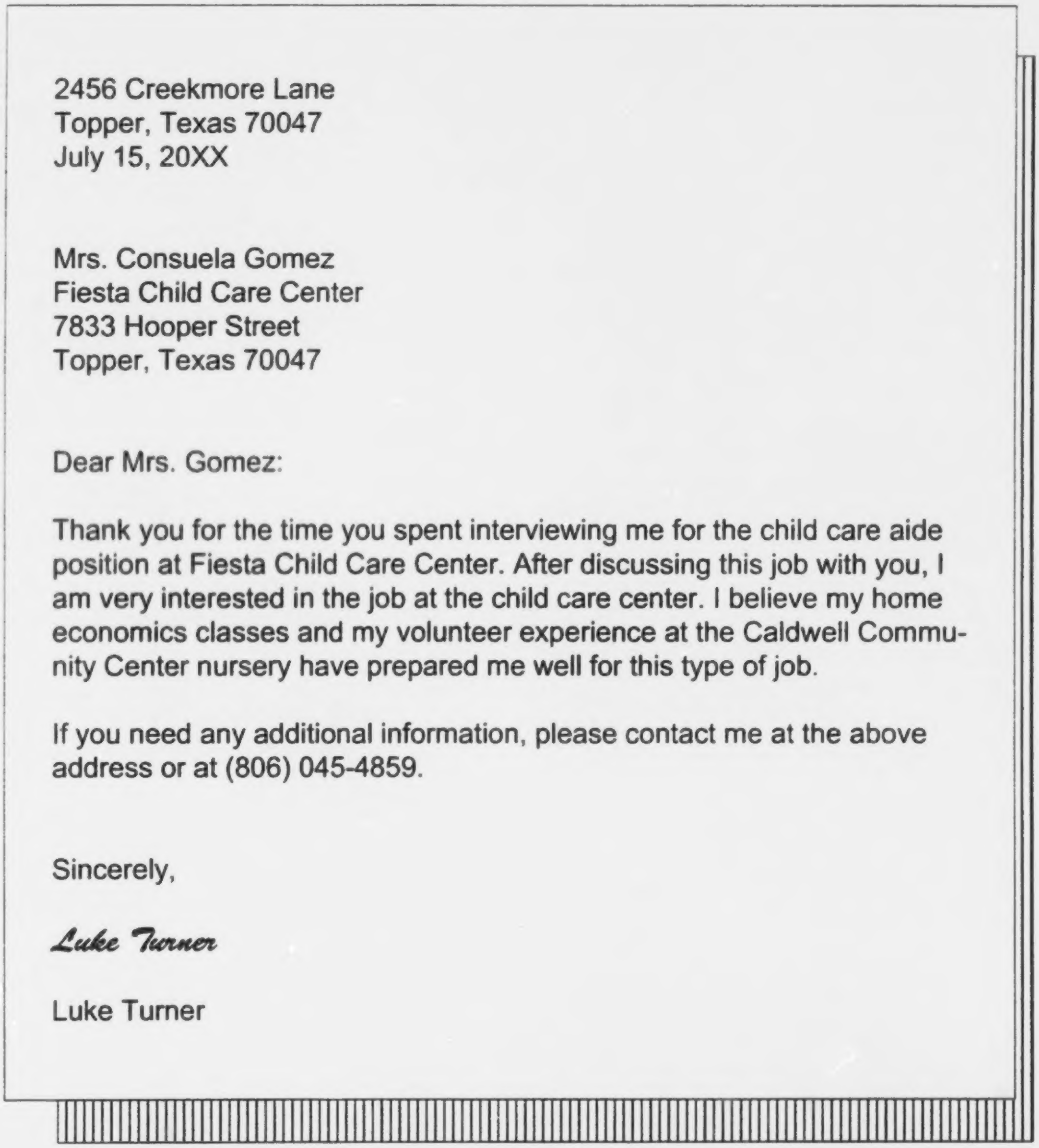
TEKS 6A

Sample Follow-up Letter



2456 Creekmore Lane
Topper, Texas 70047
July 15, 20XX

Mrs. Consuela Gomez
Fiesta Child Care Center
7833 Hooper Street
Topper, Texas 70047

Dear Mrs. Gomez:

Thank you for the time you spent interviewing me for the child care aide position at Fiesta Child Care Center. After discussing this job with you, I am very interested in the job at the child care center. I believe my home economics classes and my volunteer experience at the Caldwell Community Center nursery have prepared me well for this type of job.

If you need any additional information, please contact me at the above address or at (806) 045-4859.

Sincerely,

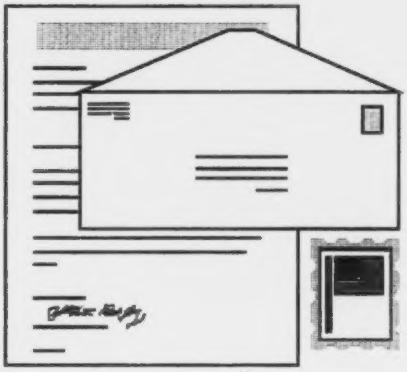
Luke Turner

Luke Turner

Guidelines for Terminating Employment

There are many reasons to terminate, or leave, a job. The decision to terminate a job should be made carefully. When an individual decides to leave a job, he or she should try to leave on good terms. Guidelines for a positive termination include the following:

- A notice of intent to leave a job should be given to the immediate supervisor.
- A letter of resignation (a written notice) should be given if required by company policy.
- Notice of termination should be given soon enough for the employer to find a replacement by the time the job is vacated.
- It is customary to give at least a two-week notice or a four-week notice if the employee is paid once a month.



Tips for writing a letter of resignation:

Tell when you want to quit the job.

Thank the employer for her or his help.

Tell why you are quitting if appropriate. (*optional*)

Tell where you will be working in the future. (*optional*)

Type a neat, concise letter following a business format.

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TEKS 6A

Employment and Entrepreneurial Opportunities Project

Directions: Create a flyer that describes the employment and entrepreneurial opportunities in the assigned career area.

The flyer must have the following parts to be complete:

- title
- decorated cover
- informative, attractive presentation
- employment and entrepreneurial opportunities in this field
- preparation requirements for careers in this area
- personal characteristics required of employees
- summary of effective verbal, nonverbal, written, and electronic communications skills needed for employability success
- effective techniques to secure, maintain, and terminate employment
- descriptions of problem solving techniques using leadership and teamwork skills

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TEKS 6A

Career Investigation

Directions: Research a career in the assigned career area that you have an interest in or would like to know more about. Be sure all of the following components are included. Submit your work in a folder with brads with your name and class period in the corner.

The Career Investigation assignment must have the following parts to be complete:

- title of the career
- duties and activities that would be performed for this career
- education or training required
- knowledge and skills learned in Personal and Family Development that contributed to preparation for the chosen career
- rewards of this career such as salary, work schedule, and duties
- skills required for this career
- opportunities that exist for advancement in this position
- job outlook for this career
- jobs in this field that are available in the student's community
- student's short-term and long-term career goals

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TEKS 6B

Interview Record for Family Services Career Exploration

Directions: Interview a person with a career in family services to gather information about the rewards, demands, and future trends in careers related to family services professions. You may use the telephone, E-mail, correspondence, or personal contact methods to secure the information. Record your findings below.

1. Name of person interviewed:

2. Title of career in family services:

3. Education or training required for the career field:

4. Skills required of employees in the career:

5. Physical requirements needed for this career:

6. Entrepreneurial opportunities in the career field:

7. Duties and responsibilities performed by employees in the career:

8. Rewards such as duties, work schedules, and salary that add enjoyment to this career:

9. Job outlook for the future in the career field of family services:

10. Suggestions for courses to take in high school to help prepare a person for this career:

Basic Needs of Children Interview

Directions: Interview two sets of parents to identify the basic needs of children. The interviews may be conducted by telephone, correspondence, E-mail, or personal contact. The interviews may include the father, mother, both parents, or guardians of two different families.

Questions	Family A	Family B
1. What factors did you consider before becoming a parent?		
2. What are the basic needs of children?		
3. How have you met the basic needs for your children?		
4. What difficult challenges have you encountered as parents?		
5. What differences do you see parents facing today as compared with parents whose children were born in past generations?		
6. What has been the most satisfying part of being a parent?		
7. What advice about parenting would you offer young parents today?		

Basic Needs of Children Interview, Cont'd.

Conclusions:

These are the things I learned during these interviews that will help me identify and fulfill the basic needs of children.

1.

2.

3.

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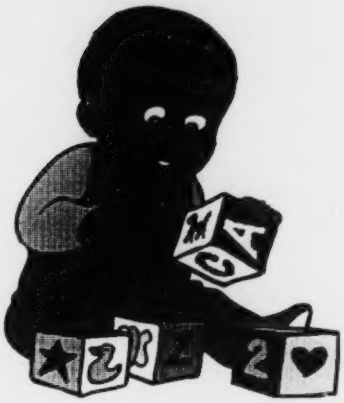
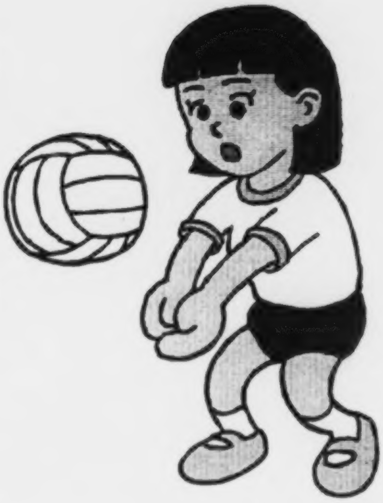
TEKS 7B

Patterns of Development

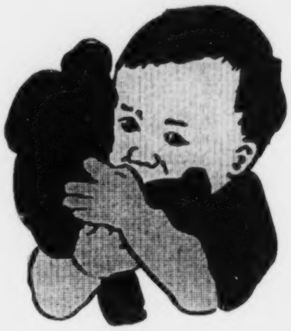


Intellectual

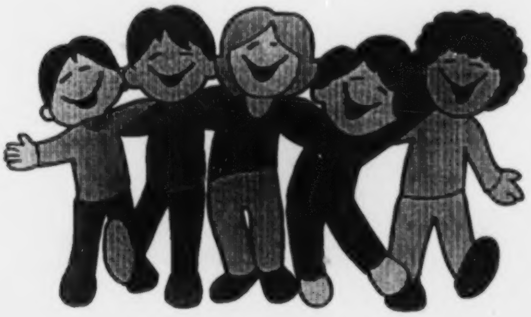


Physical

Social



Emotional



Child Development Web Sites

This list reflects only a small representation of Web sites that promote the development of children, including those with special needs. Some of these may generate links to other important Web sites as well.

All About Kids	www.2aak/com/aak/default.html
American Academy of Pediatrics	www.aap.org
The Association of Retarded Citizens	thearc.org/
Child Care Experts National Network	www.childcare-experts.org
Children's Defense Fund	www.childrensdefense.org
Children's Television Workshop	www.ctw.org
The Family Education Network	www.familyeducation.com
Family Planet	www.family.com
Hogg Foundation for Mental Health	www.hogg.lac.utexas.edu
Kidsource	www.kidsource.com
Mental Health Association in Texas	www.parentinginformation.org
National Association for the Education of Young Children	www.naeyc.org
National Committee to Prevent Child Abuse	www.childabuse.org
National Network for Child Care	www.nncc.org
National Parent Information Network	ericps.ed.uiuc.edu/npin
U.S. Department of Education	www.ed.gov/index.html
U.S. Department of Health and Human Services	www.os.dhhs.gov

TA 46a
TEKS 7D

Observation Worksheet

Directions: Observe two children of the same age for 10 minutes. Notice how children of the same age have a different style and rate of growth.

---

1. What are the ages and sex of the two children you observed?
   Child A:

   Child B:

2. Describe each child's activities for a minimum of ten minutes.

3. Describe the physical development of the children you observed.
   Physical traits: (height, weight, proportioning, posture)
   Motor skills: (fine motor [small muscles], Gross motor [large muscles])

4. Describe the emotional-social development of each child.

5. Describe the language development of each child.

Summary of the Characteristics of Development

1. Explain how the children of the same age were similar.

2. Explain how the children of the same age were different.

3. Discuss how development occurs at an individual rate.

Mandy's Story

Three years ago, Jake and Marissa Cantu gave birth to their first child. They named her Amanda after Jake's grandmother. Amanda (Mandy) was a healthy, happy baby. Shortly before her one-year checkup, Amanda came down with a vicious infection which took her sight and hearing. Jake and Marissa were devastated. They could not believe that Mandy would never see or hear again. As young parents, they were overcome with grief and disbelief.

The family lives in a small, rural town about two hundred miles from a major city which can provide the type of medical care that Mandy needs. At first, Mandy required significant medical treatment. She had to be hospitalized for almost two months at a university medical center with periodic hospitalizations for almost a year. Her parents now take her two to three times a year to the specialists. Most of her routine medical treatment is now received at the local clinic in the town where she and her family live.

Two community organizations came to the family offering assistance. Lions Club International heard of the young family's plight. Several of the Lions Club members offered their help in providing a hotel room for the couple while the young child was hospitalized. They provided lodging for one month. The Ronald McDonald house later provided lodging for the family. The Lions Club also put the family in touch with Sight First, a project of Lions Clubs to prevent and reverse major causes of blindness. Doctors were able to help Mandy restore partial sight. Mandy now wears specially designed eye glasses for her particular eye problems. The Lions Club is committed to providing Mandy new glasses whenever the need arises.

Rotary International, another active organization in the community, pooled their resources to provide a computer with the latest speech and hearing software. Although Mandy was too young to operate the computer, her parents were able to use it in teaching her to speak. Now that she has limited eyesight, the computer has been valuable in teaching. Through the Internet, Mandy's parents were also able to access learning centers and keep in direct contact with Mandy's doctors. They were also able to access other parents who have children with similar disabilities.

The local school district implemented a new developmental education program for children from birth through the age of three. Diagnosticians were able to assess Mandy's development and provide early intervention in helping Mandy reach her potential. Two teachers took turns coming to see Mandy on a daily basis. They also helped Mandy learn sign language. The school district also started a support group for parents of children with disabilities. Jake and Marissa attend regularly.

The family's church has been a major source of assistance for the young family. The church members have provided dozens of meals, transportation to the hospital and health clinics, child care to give Jake and Marissa a break, and much support and encouragement.

Jake and Marissa Cantu's families, friends, and neighbors have provided endless amounts of support and encouragement as well. Jake and Marissa have owned a small, popular cafe for the past five years. Family members, friends, and neighbors kept the cafe open for business during all of Mandy's hospitalizations.

Today, Mandy is in first grade at the local elementary school. While she attends classes in a regular classroom, she also receives special instruction to help her with her disabilities. Mandy is just like most six-year-old children. She loves to read, sing, and play dress up with her friends. Mandy wants to be a ballerina when she grows up.

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TEKS 7F

Children's Fears: Face Them

▲ The world can be a scary place for young children. Things that seem perfectly safe to us look dangerous and harmful to a child. Their fears may seem ridiculous to us, but they are dreadfully real to a child. Try to see the world through a child's eyes and you can understand why some situations are frightening and why all children are afraid now and then.

A Fearsome Beginning

During the first three years, life brings one surprise after another. Even such ordinary things as vacuum cleaners and barking dogs can startle a baby. Unfamiliar people and new situations can also be upsetting. Even a person as familiar as a favorite uncle can confuse a child if he grows a beard.

Gradually, however, the real world becomes more familiar, predictable, and secure to children. When they hear the piercing siren of a fire engine, they know what's making the sound. They can make sense of something new because they have more experience.

Preschool children are apt to develop a new set of fears. By age three or so, children are comfortable with "what is," but they worry about "what could happen." It's difficult for them to separate what is real from what is imagined. They imagine dangers, such as monsters coming to hurt children at night. They anticipate disasters, such as accidents, wars, or death. For the first time, a child may become afraid of the dark and be troubled by nightmares. All of a sudden, a child may worry about something "happening" to his or her body.

A Farewell to Fears

Children have different ways of overcoming their fears. Some need to learn all about the situations they fear. These children need to take a special trip to the dentist's office, climb up in the chair, and touch a few of the tools that the dentist will put in their mouths.

Some children need to control the frightening objects themselves. They need to turn the vacuum cleaner on and off. Still other children use their imaginations to combat fear. Pretending to bark and act like a dog can help a child overcome a fear of dogs, and of course, it always helps to share a fear with a parent or caregiver.

A Friend in Fear

To a child, you have a magic all your own. You can forbid lions to sleep under the bed and send them back to the zoo. You can rescue your child from a nightmare and bring him or her back to earth, bed, and safety. The fact is, children believe you. They are impressed by your courage and peace of mind in the face of such dangers.

Because your children have such faith in you, you can help them express and overcome their fears. Unfortunately, you also have the power to intensify your children's fears. The way you respond when they're afraid is most important; some ways are helpful, others do not help at all.

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TEKS 7F

Children's Fears: Face Them, Cont'd.

DON'T	DO
Laugh at children's fears.	Accept their fears as real.
Force them into situations they fear.	Remove them from the situation, then talk about it.
Ignore children's fears.	Help them confront their fears.
Transmit your own fears to your children.	Give them chances to watch other people interact confidently with the things they fear.

Positive Role Plays

Directions: Below are children's actions and parent's/caregiver's reactions to the children. Write a response that would provide positive guidance for each situation.

Situation	Negative Responses	Positive Responses
Logan, age 2, spilled a glass of milk.	*"You're a bad boy."*	
Kristie, age 4, put her clothes on by herself.	*"You put your shirt on backwards again."*	
Ian, age 5, threw his jacket on the chair.	*"I've told you a million times to hang your jacket in the closet."*	
Elena, age 3, was in tears because her toy was broken.	*"Stop crying like a baby. You're a big girl."*	
Mark, age 2, was banging on the piano.	*"Why can't you be good like your sister?"*	
Dionne, age 4, drew on the wall with a red crayon.	*"You are terrible. You ruined the wall."*	
SuLin, age 3, hit his playmate, age 2, with a foam bat.	*"Don't ever hit anyone again. You are a little monster."*	
Keisha, age 5, refused to share her toy truck.	*"You can't have company anymore. You are selfish."*	

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TEKS 7F

Guiding Young Children

What would you do if . . .

- a three-year-old child is attending a child care center for the first time and does not want to stay?
- a three-year-old child has been toilet trained for a year and has suddenly started wetting his clothes again?
- a three-year-old child suddenly throws food on the floor?
- a two-year-old child cries off and on during the day?
- a four-year-old child refuses to share a toy with another child?
- a four-year-old child draws on a freshly painted wall with a felt-tipped marker?
- a five-year-old child uses a swear word because he is angry when you tell him "no?"

Observing Caregiver Strategies

Location and name of observation site: ______________________________

Number of children in the site: ______________

Age range of children in the site: ____________

Record the following observations:

1. Caregiver models appropriate behavior. (Example: Children who hear "please" and "thank you" are more likely to use these expressions.)

2. Caregiver sets clear and positive limits. (Example: Telling children what they can do is more effective than telling them what they can't do.)

3. Caregiver handles misbehavior immediately. (Example: If the child left a required task undone, the caregiver may ask the child to return to the task.)

4. Caregiver is consistent with rules for behavior. (Example: Rules and responses need to be carefully thought out and enforced consistently.)

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TEKS 7F

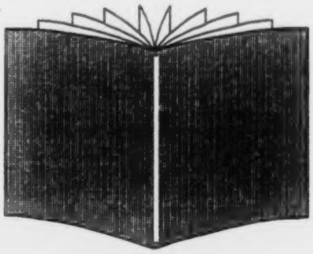
The Role of Books in the Intellectual Development of Children

Tips for Selecting and Reading Books

How to hold a book when reading to a group of children
Use right or left hand and place three fingers on the back and little finger and thumb on the front of the book. When children are facing the reader, turn the book toward the children to allow them to see the illustrations.

Reasons for reading books to children
- meet the child's needs
- expand the child's world
- bring understanding of other people to the child
- teach social skills
- teach how things work and why things happen
- teach values and character

How to select a book for a child
- one sentence a page for two and three-year olds
- three sentences a page for four and five-year olds
- illustrations on the same or facing page as the storyline
- select for fun and meaning
- avoid fear situations for three to four-year olds
- select strong characters
- select stories with a surprise element at the end



How to prepare to read a book to children
- select a story that appeals to the reader
- practice reading the story several times
- practice using expression
- prepare and use visual aids (flannel boards, puppets, props)

How to read a book
- be enthusiastic
- ask questions
- relate the story to the child's own life
- encourage participation and interaction
- snuggle up close if reading to one or two children
- place more than two children in a semicircle facing the reader
- make certain the child/children can see the illustrations

Selecting and Reading Books to Young Children

Assignment:
Select a book for a three, four, or five-year-old child from the library, home, school, or other source. Using the criteria in the textbook and information on Teaching Aid #52, select a book and record information about the title, author, illustrator, and description of the size, number of sentences per page, etc. Practice by reading the book several times to yourself. Prepare teaching aids to illustrate the story or characters, such as puppets, stuffed animals, real objects, etc. Read the book to one child or to several children. Encourage the child/children to participate because active involvement helps increase learning enjoyment. Remember that it is important to be enthusiastic and to enjoy the experience.

Book title

Author

Illustrator

Size of book

Number of sentences per page

Characters

Main idea of the book

Who, when, where, how you read the book

Reaction of the child/children to the book

Evaluation
These are the things I learned that help me select and read appropriate children's books.
1.

2.

These are the things that help me understand the role of books in the intellectual development of children.
1.

2.

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TEKS 7F

Write a Book for Young Children

Assignment:

- ▲ Write a book that is appropriate for a child three, four, or five years of age. Begin by looking through a selection of children's books.

- ▲ Take a survey of students in class who babysit or have younger siblings to find out what kinds of books children like.

- ▲ Decide on the target age group for the book.

- ▲ Brainstorm ideas for a title for the book.

- ▲ Include the following in the book in order to produce a complete work:
  - a book title
  - recommended age of audience (three, four, or five-year olds)
  - a decorated cover
  - a simple story with 1-3 sentences per page
  - three to five simple illustrations
  - a minimum of 10 pages (front and back counts as 2 pages)

- ▲ Decide how to share the book with other class members.

Poems and Finger Plays for Young Children

Poems

Train Is A-Coming

Train is a-coming, oh yes.
Train is a-coming, oh yes.
Train is a-coming, train is
a-coming.
Train is a-coming, oh yes.

Better get your ticket, oh yes.
(etc.)

Johnny is the engine, oh yes.
(etc.)

Indians in a Teepee

Five little Indians in a teepee
Sleeping quietly as can be.
Along comes the chief, and
what do you think?
Up jump the Indians quick as
a wink!

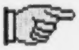
Can You

Can you hop like a
rabbit?
Can you jump like a frog?
Can you waddle like a
duck?
Can you run like a dog?
Can you fly like a bird?
Can you swim like a fish?
Can you sit still like a
good little child?

Clap Hands

Clap, clap, clap your hands
Clap your hands together.
Clap, clap, clap your hands
Clap your hands together.

Poke, poke, poke your nose.
(etc.)
Pull, pull, pull your ears.
(etc.)
Nod, nod, nod your head.
(etc.)
Wiggle, wiggle, wiggle your
fingers, etc.
(etc.)



What Shall We Do?

What shall we do when we all
go out, all go out, all go out.
What shall we do when we all
go out to play?

We shall swing on the swing
when we all go out, all go
out, all go out.
We shall swing on the swing
when we all go out to play.

We shall slide down the
slide...(etc.)

We shall play in the sand...
(etc.)

?

Finger Plays

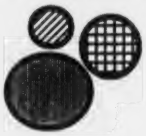
Open, Shut Them

Open, shut them.
Open, shut them.
Give a little clap.
Open, shut them.
Open, shut them.
Lay them in your lap.

Creep them, creep them.
Creep them, creep them.
Way up to your chin.
Open wide your little mouth,
But do not let them in.

Three Balls

Here is a ball (form circle with
thumb and forefinger)
And here is a ball (form circle
with thumb and all fingers
touching)
And here is a great big ball.
(form large circle with arms
over head, fingers touching)



Here's a Bunny

Here's a bunny with ears so funny (bend two fingers)
And here is a hole in the ground (other arm akimbo)
When a noise he hears
Up pop his ears (two fingers pop straight up)
And he hops in a hole in the ground. (jump into arm hole)

Traffic Light

Stop says the red light (hold palm of hand out)
Go says the green (point finger out)
Wait says the yellow light, flashing in between. (open and close hand)
Watch all the cars and see them obey. (form glasses with finger and the thumb)
Red, green, and yellow light
Showing them the way.

The Orange Tree

Way up in the orange tree
Five little oranges smiled at me.
I shook that tree as hard as I could.
Down fell the oranges.
M - m - m, were they good.

Grandmother's Glasses

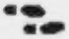
Here are grandmother's glasses (form circle with thumbs and fingers around each eye)
And this is grandmother's cap (form point with hands on top of head)
And grandmother folds her hands
And puts them in her lap.
These are grandfather's glasses (form larger circles around eyes)
And this is grandfather's hat (form hands straight up on head)
And grandfather folds his arms
JUST LIKE THAT!

☾ *Night* ☆

My eyes can see
My mouth can talk
My ears can hear
My feet can walk
My nose can smell
My teeth can bite
My lids can flutter
My hands can write
But when the sandman comes at night
Scatters sand, turn out the light
I'll say "Good Night" to you and you
Each part of me says "Good Night" too.

Right and Left

This is my right hand,
Raise it up high.
This is my left hand,
I'll touch the sky.
Right hand, left hand
Twirl them around.
Left hand, right hand
Pound, pound, and pound.

This is my right foot,
Tap, tap, and tap.
This is my left foot,
Pat, pat, and pat.
Right foot and left foot
Run, run, and run.
Left foot, right foot
Jump for fun. 

Hands on hips, hands on your knees
Put them behind you, if you please.
Touch your shoulders, touch your toes
Touch your knees and then your nose
Raise your hands way up so high
And let your fingers swiftly fly
Then hold them out in front of you
While you clap them—one and two.

Ten Little Fingers

I have ten little fingers
And they all belong to me.
I can make them do things
Would you like to see?

I can shut them up tight
Or open them wide.
I can put them together
Or make them all hide.

I can make them jump high.
I can make them jump low.
I can fold them up quietly
And hold them just so.

Relaxation

My feet are still.
My legs are still.
My hands are folded and still.
My arms are still.
My shoulders are still.
My lips are still.
My eyes are still.
This is my quiet time.

This Little Froggie

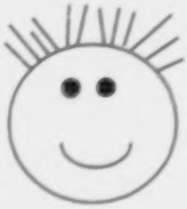
This little froggie broke his toe,
This little froggie said, "Oh, oh, oh."
This little froggie laughed and was glad.
This little froggie cried and was sad.
This little froggie so thoughtful and good,
Ran for the doctor as fast as he could.

What Can I Do?

Am I strong? Sure I am. Here let me show you my muscle. (demonstrate)
Can I fight? Sure I can. Let me show you how I tussle. (prize fighter posture)
Can I pitch? Sure I can. Just watch me bat the ball (toss up and bat ball)
Will I swim? Sure I will—and dive off the highest wall! (breast stroke and diving position)
Can I chin myself? I can. Are you watching me? (fists over head, rise on toes; lower arms and level with chin)

The Family

This is my father. (Hold up thumb)
This is my mother. (Hold up pointing finger)
This is my brother tall. (Hold up middle finger)
This is my sister. (Hold up ring finger)
This is the baby. (Hold up little finger)
Oh, how we love them all!



Focused-time Activities for Young Children and Young Adult Students

The following are activities that can provide direct interaction between three- to five-year olds and high school students.

1. Pick a favorite stuffed animal and ask children to make up a story with you. Ask the children questions like, "How did this bunny get his ears?"; "Was this little dog ever lost in the city?"; "Why is this pig's tail so curly?" It is important that the children become involved in the storytelling.

2. Look around the room and see how many different shapes you and the children can find. A bookshelf has squares and triangles, a soft pillow is a circle, etc. Count the number of items you and the children find that are squares, rectangles, circles, triangles, trapezoids, ovals, and diamonds.

3. Give a child an empty egg carton and a box containing similar and different small objects such as peas, buttons, keys, beads, paper clips, etc. Encourage the child to put like objects into the same section of the egg carton.

4. Sit with a child to make place mats for members of her or his family or for the members of the preschool class. Print each person's name on the mat. Then the child may decorate the place mat.

5. Encourage a child to invent her or his own story while you act as a secretary who writes the story as the child speaks. Encourage the child to illustrate the story.

6. Collect clean gallon milk jugs. Cut away the handle side and the top spout part of the plastic jug. Have a child decorate it with buttons, pipe cleaners, markers, and anything else she or he wishes to make a space helmet.

7. Staple a piece of carbon paper between two sheets of paper. Let the child draw a picture and reveal the duplicate "magic" picture.

8. Play the game of *Concentration* with children. This game encourages looking at differences in letters and numbers, as well as pictures. Take twelve squares of paper. Draw six matching pairs of letters, numbers, squares, rectangles, or triangles. Turn the cards upside down and tell the children to turn over two cards at one time. If they match, the children keep them. Take turns and soon the children will remember where the cards are.

9. Play with materials that will stretch a child's imagination and encourage him or her to speak with you. Include globes, books, poems, nursery rhymes, picture books, magnets, aquariums, bubbles, and puzzles.

TA 57a
TEKS 7F

Developmentally Appropriate Games for Preschool Children

Game: Work — Play

Skill: Categorizing Pictures of Work — Play

Activity: The child sorts the pictures of work and play activities on an answer sheet.

Getting Started: Select two sheets of paper and write WORK at the top of one sheet and PLAY at the top of the second sheet. Cut out pictures from magazines of people working and playing.

Playing the Game With a Child: The caregiver might say, "Look at the picture and tell me what the person is doing. Is he working or playing? Which answer sheet would you put it on? Why? That's good thinking! Now, look at the next picture. Tell me what the people are doing in this picture. Are they working or playing?" Continue until several pictures are on the WORK sheet and several pictures are on the PLAY sheet.

Game: The Feely Game

Skill: Making selections using the sense of touch.

Activity: Wearing a blindfold, the child matches each card to its mate on the answer sheet by feeling the textures.

Getting Started: Select several materials with texture, such as elastic, velvet fabric, sponge, sandpaper, wire screening, and air bubble packing plastic. Make two identical sets of the items you select. Glue one set to the answer sheet and leave the other set free.

Playing the Game With a Child: The caregiver might say, "I'll put the blindfold on you." Hand the child one item and say, "Try to find the pair that matches this item on the answer sheet by feeling all the items until you make a match." Continue the game until all items are matched.

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Developmentally Appropriate Games for Preschool Children. Cont'd.

Game:	Postal Carrier
Skill:	Matching
Activity:	The child matches each envelope to the house with the same number.
Getting Started:	Have children draw a picture of her or his house. Write the house number on the house. Write each child's address on an envelope.
Playing the Game With a Child:	The caregiver might say, "Did you ever get a letter at your house? How did the postal carrier know to deliver to your house? Look at this house and these envelopes. Is there anything that is the same? Now, use the numbers of the house and match the envelope with the same numbers. Deliver the mail to the houses." Continue until all mail has been "delivered."

Game:	Strengthening Left-to-Right Progression
Skill:	Ordering Common Objects Numerically
Activity:	The child will place items in order from one through ten.
Getting Started:	Select ten items that are within the children's frame of reference. Examples are a candy bar, a familiar laundry detergent, a vitamin container, shampoo, hair spray, hand soap, cans of familiar vegetables, fruits, meats, or drinks. Attach a number to each item, numbering from 1 to 10.
Playing the Game With a Child:	The caregiver might tell the child, "Find something that has a number 1 on it. What number comes next when you are counting? Find something with that number on it." Encourage children to place all 10 items in order from left to right.

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TEKS 7F

Developmentally Appropriate Games for Preschool Children. Cont'd.

Game:	Little Cars and Garages
Skill:	Counting and Matching
Activity:	The child matches the dots on the car with the number on the garage and drives the car into the appropriate garage.
Getting Started:	Collect empty milk cartons, or other small boxes, and small cars. Number each box garage and put small dots on the cars.
Playing the Game With a Child:	The caregiver might say, "How many dots are on this car? Let's count the dots together. One, two, three, four...Four dots...Now, find the garage with the number four...Good job! Drive the car into the #4 garage." Continue until all the cars are in the correct garages.

Game:	Seven Days of the Week
Skill:	Learning the seven days of the week
Activity:	The child places seven train pictures in order, with Sunday first, then Monday, and continues until all are in order from left to right.
Getting Started:	Use construction paper to cut out outlines of seven train cars. Write a day of the week on each train car. (The caregiver might make a similar game for the months of the year.)
Playing the Game With a Child:	The caregiver might say, "What is the first day of the week? Yes, it is Sunday. Put the engine with SUNDAY on it on the left. Which day comes next? Good! Put the train car with MONDAY on it next." Continue until all seven cars have been placed in a sequence from left to right.

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Developmentally Appropriate Games for Preschool Children. Cont'd.

Game:	Apples in the Trees
Skill:	Forming sets of objects and counting
Activity:	The child places apples on each tree until the amount matches the number on the tree trunk.
Getting Started:	Use colored construction paper to make five trees. Number the trees #1-#5. Use red construction paper to cut out fifteen red apples.
Playing the Game With a Child:	The caregiver might say, "Put one apple on tree #1." Point to the tree #2 and say, "How many apples should be placed on this tree? Good thinking. Put two apples on the tree." Continue until the apples are grouped correctly on the five trees.

Game:	Float or Sink
Skill:	Learning that some items float in water and that others sink.
Activity:	Through trial and error, the child discovers whether an item floats or sinks when put into a container of water.
Getting Started:	Write FLOAT at the top of one sheet of construction paper and SINK at the top of a second sheet. Select a variety of items for experimenting, such as a clothespin, paper clip, soap, rock, pencil, leaf, twig, and rubber band.
Playing the Game With a Child:	The child may fill the water container. The teacher may say, "Do you think this item (rock) will float or sink? Place the rock in the container of water very carefully. Was your prediction correct? Dry the rock with a paper towel and place it on the FLOAT or SINK sheet."

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TEKS 7F

Themes for Young Children's Activities

The suggestions of ways to develop the themes are designed to help teachers plan as many experiences as possible using real objects. Children need to be actively involved in exploring and experimenting with the items in the theme areas.

Birds

- Name and illustrate various birds.
- Talk about the colors of birds.
- Imitate sounds of birds.
- Discuss differences in nests: in water, on land, in trees, in bird houses, etc.
- Explain how birds help people: sounds, beauty, eating insects, etc.
- Use pictures of bird eggs.
- Describe similarities and differences.

Growing Things

- Name and identify common plants.
- Describe differences in where plants grow.
- Note differences in flowers.
- Name and illustrate fruit grown on trees, vines, and plants.
- Discuss what grows above ground and what grows underground.
- Plant seeds.
- Take a nature walk.

Color ♦

- Match colors.
- Select a designated color from a group of colors.
- Identify a color when it is held up.
- Classify two or more colors.
- Discuss uses of colors.
- Sing songs about colors.

Seasons ❄

- Name the seasons.
- Describe characteristics of the seasons.
- Name what people wear during each season.
- Discuss activities during different seasons.
- Describe family customs for holidays.
- Discuss the present season.

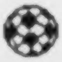
Animals

- Name and identify common animals.
- Talk about the different kinds of animals.
- Imitate animal sounds.
- Discuss how some animals are for pets.
- Use pictures of animals.

The Community and Community Helpers

- Name and describe the following: parks, highways, streets, roads, buildings, businesses, movies, hardware stores, florists, plant nurseries, pet stores, and shoe stores.
- Describe what takes place inside these places. Name objects from stores that can be worn on specific parts of body:
  ring—finger
  bracelet—wrist
  hat—head
- Name and describe community helpers, their places of work, activities, and services. Have community helpers visit the child care facility to demonstrate what they do.

Sports



- Name kinds of sports.
- Describe summer and winter sports.
- Name pieces of equipment used in sports.

Sound

- Identify sounds of everyday life.
- Identify the direction of a sound.
- Differentiate between loud and soft.
- Recognize familiar sounds.
- Make simple musical instruments.
- Participate in musical activities.

Families

- Name family members.
- Name where they live.
- Describe the family activities that may be done together.
- Describe jobs and responsibilities of family members.
- Identify names, addresses, and phone numbers.

Age-appropriate Toys and Play Equipment

One Year — Five Years

- stacking or nesting boxes
- push toys
- touch and feel books
- stuffed animals
- squeaking toys
- large crayons
- wagons, cars
- blocks
- balls
- wheeled toys
- dolls
- cars and trucks

Birth — One Year

- rattles
- mobiles
- placental sound toys
- crib jinglers
- musical toys
- hanging rattles

Birth — Two Years

- small plastic toys
- musical pull toys
- pails
- cups
- spools
- balls
- wheeled toys
- washable squeak toys
- touch and feel books

Three Years — Six Years

- dolls
- trains, cars, trucks
- chalk and chalkboard
- feely boxes
- construction block sets
- paints
- ladders, boxes
- modeling clay
- boxes and crates
- markers and crayons

Six Years — Nine Years

- doll houses
- paper dolls
- race cars
- carpentry sets
- science experiments
- board games
- small dolls and wardrobes
- video games
- sports
- computer

About Puppets

Puppets should be a part of every child's world because they are fun, educational, and entertaining. Puppets can contribute to a child's development in many ways. They can stimulate the child's imagination and provide a means for the child to express creativity. A puppet can help a child express his or her own thoughts and feelings in a way that he or she might not otherwise be able to do. The puppet develops a personality of its own and is able to say things the child would never say. This is the beauty of puppetry!

Puppets also help the child develop listening, verbal, and language skills. Puppetry offers a fantastic setting for the socialization of children because they are learning to plan, work, and play together in a constructive manner.

Several kinds of puppets are available or can be created with simple materials. A few of these are paper bag puppets, stick or finger puppets, sock and hand puppets, and marionettes.

Ideas for skits to use for puppet shows can come from stories written by the children, original stories and books, real life situations and problems, or songs and poems.

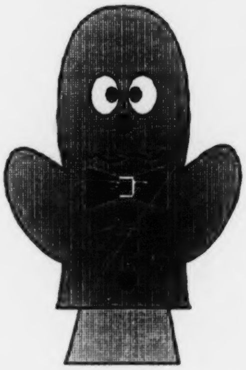
Suggestions to Remember When Using Puppets

Let your imagination go wild! Puppets can show all sorts of feelings and expressions, and they should definitely be exaggerated. Your puppet can be angry, excited, shy, tired, happy, curious, or scared. Practice movements and mannerisms the puppet could have to show different emotions.

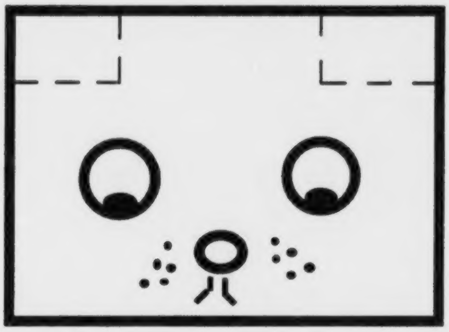
Move the puppet's mouth as it speaks. This lets your audience know who is talking and it gives life to the puppet. The puppet's mouth should be wide open at the end of each word. Practice talking slowly and distinctly, and experiment with different voices.

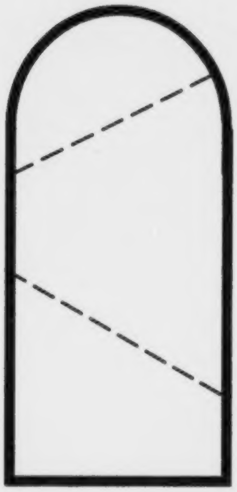
Make the puppet's movements realistic. The puppet should move slowly on and off the stage and the puppet's face should be pointed toward the audience rather than the ceiling or floor when it is speaking.

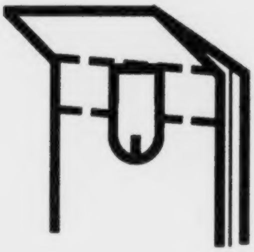
Remember to use your imagination! The puppet is the actor, and you are its director.

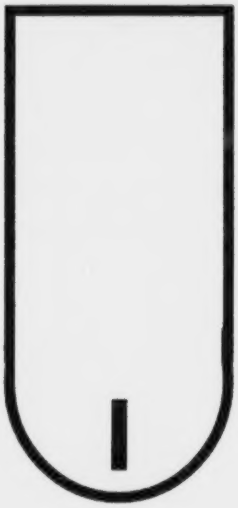


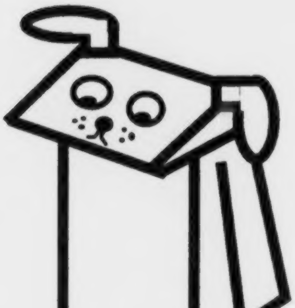
Paper Sack Dog
• Puppet •

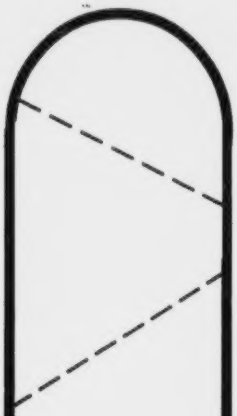












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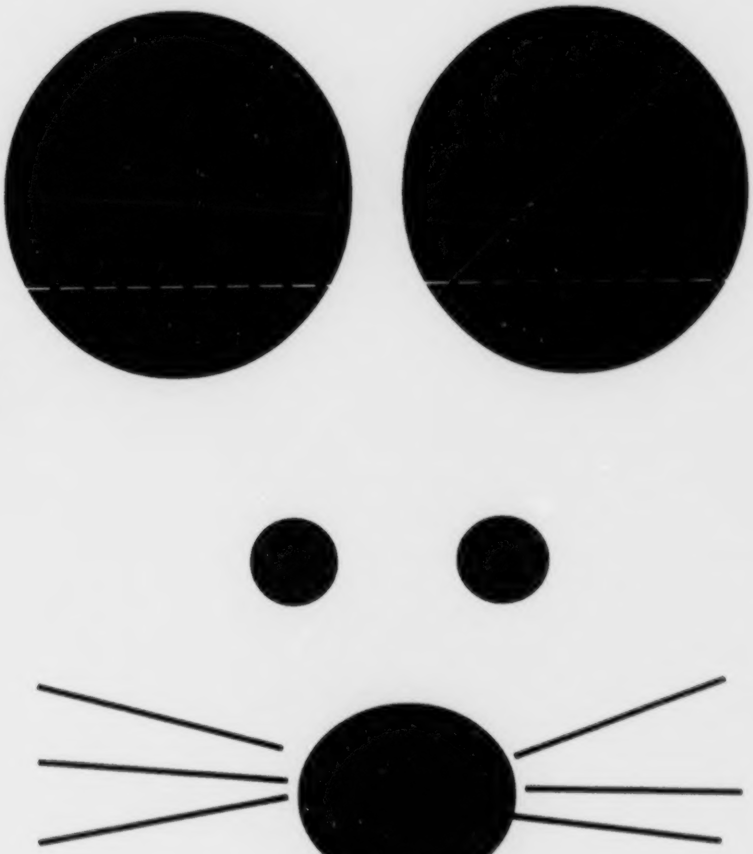
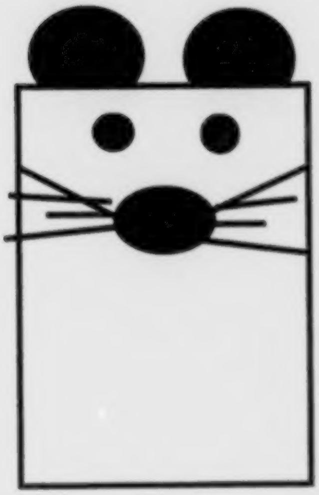
TEKS 7F

Paper Sack Mouse
• Puppet •





Games and Activities for Developing Gross Motor Skills

◆ Gross motor skills describe movements that use the large muscles. For most children these behaviors follow in the same order but at different times. For example, simple kicking movements lead to rolling over, sitting, creeping, and crawling. Walking, running, kicking, pedaling, and skipping are more advanced skills in the sequence.

Active play includes activities that are primarily physical and utilize large muscle skills. Both indoor and outdoor activities should be provided. Examples of activities for developing gross motor skills include the following:

- push and pull toys
- riding toys and equipment (pedal toys, wagons, tricycles, bicycles, etc.)
- nature walks
- building with large blocks
- dancing
- balls (bouncing, throwing, rolling, catching)
- stair climbing
- playground equipment (swinging, climbing, sliding)
- gardening (places to pretend, dig, use water, and grow things)
- imagination creations (large cardboard boxes for cars, playing store, etc.)
- jumping rope or trampoline
- roller skating
- gymnastics (balancing, tumbling, jumping)
- swimming
-
-
-
-

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TEKS 8A

Guidance Observation

Directions: Observe caregivers with a child in a store, park, home, school, or church. Describe an episode when in the process of guiding behavior, the child's self-concept was positively and negatively guided by the caregiver's actions. Suggest another way that the caregiver might have acted in order to provide the needed direction for behavior while promoting the child's positive self-concept.

---

1. **Location and time of observation:** ______________________________

   Description of incident when a child was positively guided by a caregiver:

   ____

   ____

   ____

2. **Location and time of observation:** ______________________________

   Description of incident when a child was negatively guided by a caregiver:

   ____

   ____

   ____

   Suggestion for another guidance technique that will promote a positive self-concept:

   ____

   ____

Conclusions:

These are the things I learned during this observation that will help me provide positive guidance for the children in my care.

1.

2.

3.

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TEKS 8A

Guiding Children's Behavior

Effective guidance is the process of helping children learn to behave appropriately and to control their actions. Guidance is a part of the social, emotional, and moral development of children. Effective guidance helps children get along with others, deal with their feelings in appropriate ways, and develop a conscience of what is right or wrong. Effective guidance promotes security and a positive self-image.

Tips for Effective Guidance

- Set a good example.
- Explain what is expected behavior to children.
- Praise good behavior.
- Offer choices to children when appropriate.
- Set clear, reasonable limits.
- Make limits simple and brief.
- Be consistent.

Discipline is the process of guiding and training to help the child develop self-control and self-discipline. Self-discipline is the ability to control one's own behavior in a positive way.

Tips for Effective Discipline

- If safe, let children suffer natural consequences.
- Remove privileges related to the misbehavior.
- Sometimes, misbehavior can be ignored, especially if the child is trying to get attention.
- Remove children from the presence of others for "time out."

There will be times when children misbehave no matter what the parents and other caregivers do. Punishment should never be used to vent the adult's anger. If punishment is used, it should be discussed with the child and then carried out in a firm but caring manner.

Disciplinary Measures to Avoid

- Withholding love and attention
- Bribing children
- Controlling children with shame and guilt
- Making children promise to behave

Guiding a Child's Toileting Hygiene

- If a child expresses an interest in the toilet habits of older children, the caregiver can explain the process to the child and suggest that he or she might like to try it sometime.
- When children are ready for toilet training, they are eager to acquire the skill.
- A few words of praise will encourage the child.
- Expect bowel training before bladder control.
- Continue to use diapers for toddlers during nap time until they gain full control.
- Understand that a toilet-trained child may revert to needing diapers.
- Children learn many new things at once and toilet training may need to be postponed.
- Teach children personal hygiene practices of using toilet tissue properly and washing and drying hands.
- Toilet training should be carried out in a relaxed manner and with an understanding of the child's physical, emotional, and mental stages of development.

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TEKS 8A

Developmentally Appropriate Guidance for Young Children

Scenarios

Sally, a three-year-old, just returned from her grandparent's house. Sally went into the kitchen and got the candy jar. When her mother found her and told her "no," Sally screamed that her grandparents let her eat candy. How should her mother respond?

Tracey, age five, was playing with Kim, who is also five years old. Tracey refused to share her doll house with Kim. What is appropriate guidance?

Michael, age two, has been hitting the children at his child care center with his sponge type baseball bat. What is appropriate guidance?

Brian, age five, drew on a freshly painted wall in his bedroom with a washable colored marker. What is appropriate guidance?

Jennifer, age four, was watching a television show when her babysitter told her that it was time to go to bed. Jennifer refused to turn off the program and go to bed. What is an effective guidance technique?

Carlos, age five, was very attached to the family dog, Buddy. Buddy died shortly after being hit by a car. What is appropriate guidance?

Yolanda, age six, took a toy from a store without paying for it. What is appropriate guidance?

Kim, age two, threw a temper tantrum in the grocery store when her mother refused to buy her candy. What is appropriate guidance?

Joe, age four, started going to pre-kindergarten yesterday and he does not want to go again. What is appropriate guidance?

Child Care Safety Design Challenge

Assignment: You have been hired by the "Caregiver Safety Service," Anytown, USA, to design, write, illustrate, and "publish" a brochure about child care safety. The brochure must appeal to young adult caregivers of young children.

1. Brainstorm ideas for a title for the safety brochure.

2. The assignment must have these parts to be complete:
   - brochure title
   - cover with an illustration
   - clear and easy to read brochure with illustrations on each page
   - include the important safety issues of plastic bags, loose rugs, lightweight furniture, cribs, stairs, matches, fires, knives, electrical outlets and cords, ingesting medications and other poisons, poisonous plants, household cleaning supplies, windows, car seats, toys, etc.
   - minimum of two pages

3. Organize how to begin working on the safety brochure. After finishing each task, plan an oral and visual presentation for the members of the class.

SAFETY
FIRST

TA 69a
TEKS 9A

Brochure Assessment

Part A: Circle the number that indicates how effectively the brochure meets the stated criteria.

	3	2	1
Quality of Research	Accurate analysis of the research Reliable sources Three or more references used	Fair degree of accuracy Some reliability of resources Two references used	Basic information with inaccuracies Questionable reliability One reference used
	3	2	1
Application of Knowledge	Demonstrates in-depth understanding of the topic Accurately uses information in the brochure	Demonstrates general understanding of the topic Uses research information with a fair degree of accuracy in the brochure	Lacks understanding of the topic Uses only the basic parts of the information; several misconceptions
	3	2	1
Written Presentation	Well organized content Attractive, well-designed format Message is clear and easy to understand Typed or computer-formatted Strong eye appeal	Generally well-organized content Adequate design for format Message is sufficiently understood Typed or computer-formatted Adequate appeal	Unorganized content; hard to follow Unattractive format Message is difficult to understand Handwritten or type lacks neatness
	3	2	1
Creativity	Imaginative; originality demonstrated Graphics that make the work "come alive"	Adequate creativity Some use of graphics that add to the presentation	Lacks originality Few or no graphics used, or graphics do not relate to text

Brochure Assessment, Cont'd.

Part B: Write a paragraph that describes how you can use the knowledge gained from this activity.

Source: Adapted from the *Alternative Assessment: A Family and Consumer Teacher's Tool Kit* (1996). Columbus, OH: The Ohio State University, Vocational Instructional Materials Laboratory. Used with permission.

TA 70
TEKS 9B

Mealtimes With Young Children

Directions: Read each situation and answer the following questions.

- What is the problem?
- How might the problem be handled?
- If the first solution is not successful, what could be tried next?
- If the problem is not solved, what do you predict will be the outcome?

Situation 1

Callie, age three, is suddenly very "picky" about food and at times refuses to eat. Callie is always eager to eat the desserts. The caregiver tries to avoid giving her sweets until she has eaten at least part of her meal. Callie often pushes her plate away, asks for dessert, and cries if she does not get her way.

Situation 2

Tanner, age five, eats almost everything on his plate. He asks to leave the table. The caregiver tells Tanner that he will not be excused from the table until he has eaten everything on his plate.

Situation 3

Kim, age three, can feed himself with a spoon and fork. Lately, he refuses to feed himself and asks to be fed.

Situation 4

Sasha, age eighteen months, sits in her high chair, plays with her food, and eats very little.

Situation 5

Nick, age four, is only willing to eat peanut butter and grape jelly sandwiches.

Situation 6

Alicia, age two, refuses to eat sitting down. When she is allowed to stand, she eats all her food.

TA 71
TEKS 10B

Interview Record for Child Development and Early Childhood Education Career Exploration

Directions: Interview a person with a career in child development or early childhood education to gather information about the rewards, demands, and future trends in careers related to child development and early childhood education. You may use the telephone, E-mail, correspondence, or personal contact methods to secure the information. Record your findings below.

1. Name of person interviewed:

2. Title of career in child development or early childhood education:

3. Education or training required for the career field:

4. Skills required of employees in the career:

5. Physical requirements needed for this career:

6. Entrepreneurial opportunities in the career field:

7. Duties and responsibilities performed by employees in the career:

8. Rewards such as duties, work schedules, and salary that add enjoyment to this career:

9. Future job outlook in the career field of child development and early childhood education:

10. Suggestions for courses to take in high school to help prepare a person for this career:

TA 72
TEKS 11B

Sources for Apparel Purchases

Directions: Select five different sources for apparel purchases from the class list. List the advantages and disadvantages of each.

Type of Apparel Source	
1. ____________	Advantages 1. 2. 3. Disadvantages 1. 2. 3.
2. ____________	Advantages 1. 2. 3. Disadvantages 1. 2. 3.
3. ____________	Advantages 1. 2. 3. Disadvantages 1. 2. 3.
4. ____________	Advantages 1. 2. 3. Disadvantages 1. 2. 3.
5. ____________	Advantages 1. 2. 3. Disadvantages 1. 2. 3.

TA 73a
TEKS 11C

Comparison Shopping From Various Sources

Directions: Shop in 4 places (3 stores and 1 catalog) for jeans or shirts. Choose from a variety of stores, such as a department store, a factory outlet, a used-clothing exchange, and a discount store, if available, in your area. Record information and comment (for example, "well-made," "great color").

Store 1:

Type: ______________________
Services: ______________________
Jean/Shirt Brand Name: ______________________
Price: ______________________
Fiber Content: ______________________
Care Instructions: ______________________
Comfort (if known): ______________________
Attractiveness: ______________________

Store 3:

Type: ______________________
Services: ______________________
Jean/Shirt Brand Name: ______________________
Price: ______________________
Fiber Content: ______________________
Care Instructions: ______________________
Comfort (if known): ______________________
Attractiveness: ______________________

Store 2:

Type: ______________________
Services: ______________________
Jean/Shirt Brand Name: ______________________
Price: ______________________
Fiber Content: ______________________
Care Instructions: ______________________
Comfort (if known): ______________________
Attractiveness: ______________________

Catalog:

Type: ______________________
Services: ______________________
Jean/Shirt Brand Name: ______________________
Price: ______________________
Fiber Content: ______________________
Care Instructions: ______________________
Comfort (if known): ______________________
Attractiveness: ______________________

Comparison Shopping From Various Sources, Cont'd.

1. Which jean or shirt do you believe is the best quality? ______________________________

2. Which jean or shirt do you believe is the least expensive, considering purchase price, lifetime maintenance, and frequency of replacement? ______________________________

3. Which jean or shirt do you believe is the best value combining quality and price?

4. Which jean or shirt would you buy? ________________________ Why? ______________

The Composing Process

Prewrite and Plan

√ Choose a topic.
√ Define the purpose.
√ Target an audience.
√ Gather information.
√ Organize information.

Write a First Draft

√ Write to get topical ideas down on paper.
√ Remember the purpose and audience.
√ Do not concentrate on mechanics yet.

Revise

√ Refine the content.
√ Focus on organization of ideas.

Edit

√ Proofread for mechanics and grammar.
√ Evaluate the following:
  - organization
  - topic development
  - use of appropriate transition
  - clarity of language
  - word and sentence variety

Publish

√ Share the product with an audience in a variety of ways.

GUIDELINES FOR A CLASSROOM DEBATE

Discussion, Disagreement, and Debate: What's the difference?

Discussion:

- People talking to reach conclusions, to give and receive information, or to express their ideas in an informal and unplanned manner.

Disagreement:

- A disagreement stems from a discussion when individuals' opinions, thoughts, and beliefs differ.
- Like a discussion, a disagreement is usually informal and unprepared.

Debate:

- Opposing viewpoints are presented in a balanced, well organized, and researched manner by individuals or teams to persuade others of their position.
- Participants must have evidence to support their viewpoint.
- A debate does not "prove" or "decide" an issue. The team that offers the strongest debate gives better information for their arguments and effectively addresses arguments from the opposing team.
- In a debate, teams do not "have" arguments, they "present" arguments.
- The team that is "for" the proposition is called the ***affirmative team***. The team that is "against" the proposition is called the ***negative team***.

Preparing and Conducting a Classroom Debate:

1. **Select a topic.**

2. **State a proposition.** A ***proposition*** is the statement of opinions, thoughts, or beliefs on a particular viewpoint.

3. **Select teams.** Select the affirmative and negative teams and a chairperson for each team.

4. **List arguments.** Each team should list their arguments, choose their four strongest arguments, and predict their opponent's four strongest arguments.

5. **Appoint speakers.** Team members can select speakers, or each team member can present one or more arguments.

6. **Research and prepare evidence.** Teams should research and prepare evidence supporting the arguments and prepare a summary statement. Information should not be shared with the other team.

7. **Rehearse the debate.** Teams should rehearse the debate, but the other team should not hear the rehearsal. Arguments should be covered from the least important to the most important.

8. **Conduct the debate.** Team members will state positions they feel are true and will take turns explaining why their position is right and the opponent's position is wrong. An equal number of people should speak in an established order for equal amounts of time.

9. **Present decision of audience.** An audience will listen to the debates and decide which team presented the strongest case for their team's arguments.

Adapted from: Parks, Sandra and Black, Howard. *Organizing Thinking: Graphic Organizers.* Pacific Grove, CA: Critical Thinking Press and Software, 1990.

Consumer Legislation Related to Garment Labeling

1939 — Wool Products Labeling Act was passed requiring all retail labels to give the fiber content and source of the wool. (amended 1960)

1952 — Fur Products Labeling Act was passed stating that the purchaser must be informed of the true English name of the animal fur it was taken from, the country origin, and whether the product is composed of used, damaged, or scrap fur or fur that has been dyed or bleached.

1953 — Flammable Fabrics Act was passed requiring all textiles used in apparel and home furnishings to comply with the minimum requirements for flame retardancy. (amended 1954 and 1967)

1958 — Textile Fiber Products Identification Act was passed requiring most textile products to be labeled with the fiber content. (enacted 1960)

1972 — Care Labeling Rules became effective requiring labels to be permanently attached to textile products and to provide the consumer with clear instructions for care.

1984 — A revision to the care labeling rules went into effect. The new care labels provide more complete, detailed, and uniform information. The labels are required to include washing methods, safe water temperatures and method, and safe temperatures for drying. If ironing is needed, the temperature for ironing must be added. If chlorine bleach is not safe to use, a warning must be stated on the label.

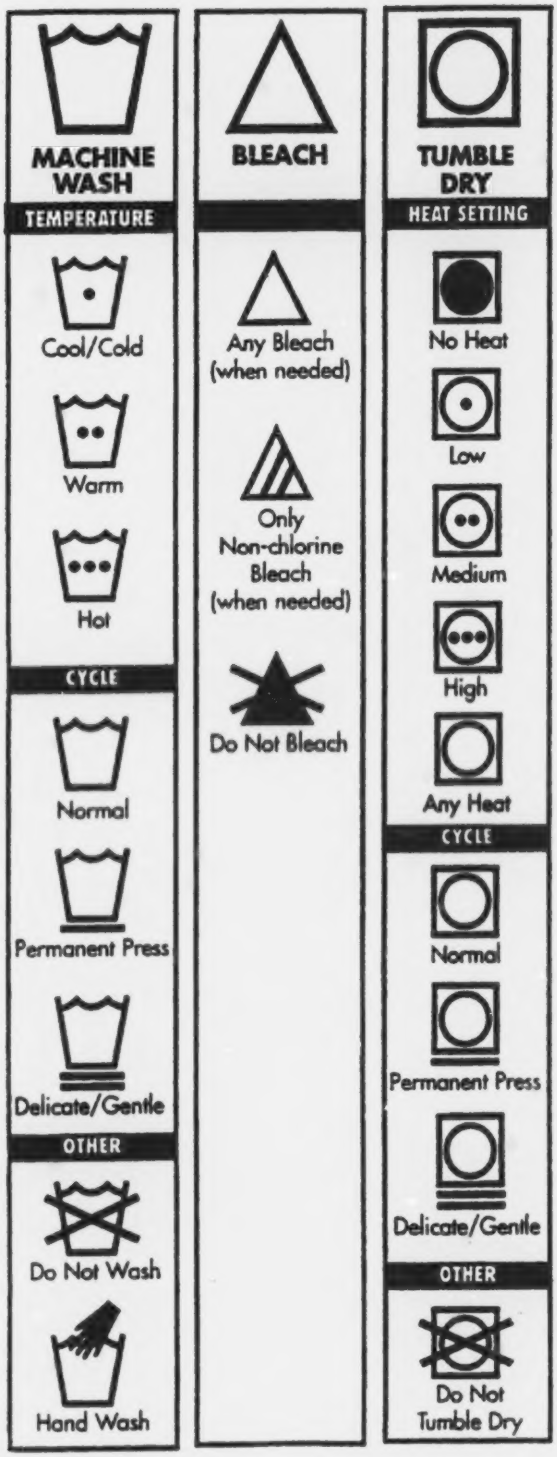
1997 — A new ruling went into effect allowing apparel manufacturers to use symbols instead of written instructions on garment care labels.

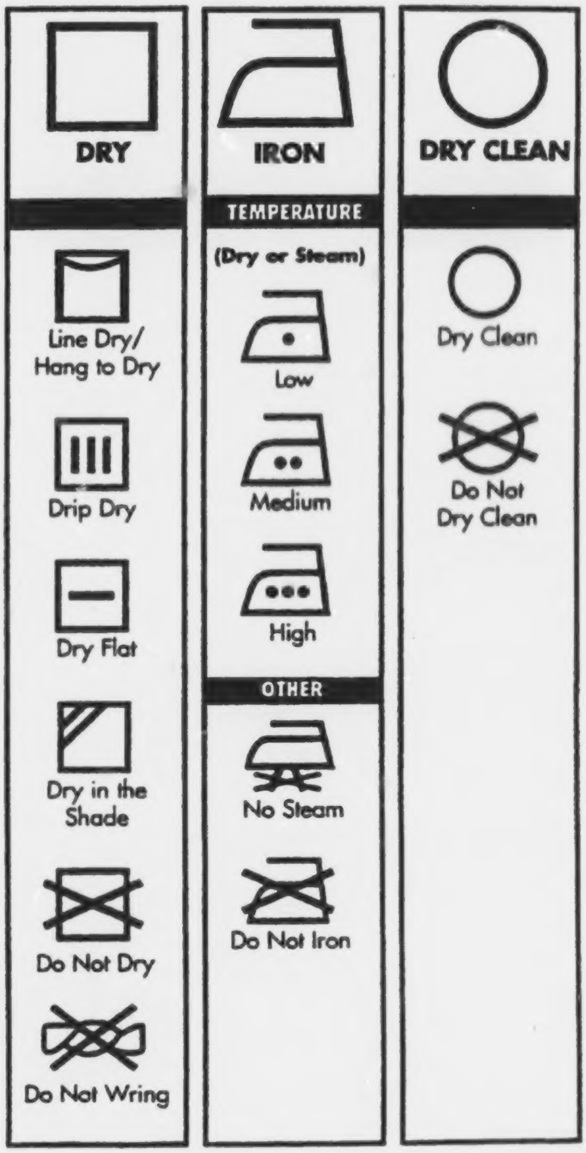
TA 77
TEKS 12A

Guide to Clothing Care Symbols

A recent change in the Federal Trade Commission's (FTC) Care Labeling Rule means that consumers may soon find a new "language" on their care labels.

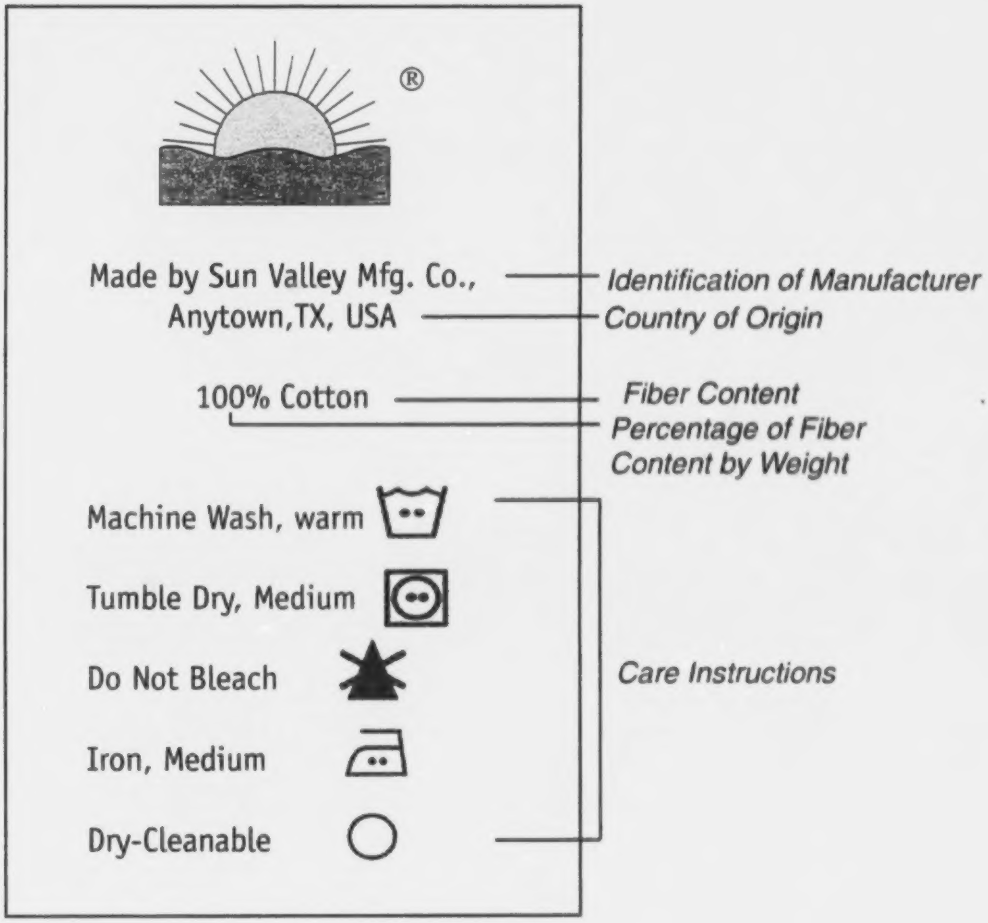
As of July 1, 1997, the Federal Trade Commission allows apparel manufacturers to use symbols instead of written instructions on garment care labels. Share this information with your students so they can remain savvy shoppers.


MACHINE WASH
TEMPERATURE
Cool/Cold
Warm
Hot
CYCLE
Normal
Permanent Press
Delicate/Gentle
OTHER
Do Not Wash
Hand Wash
BLEACH
Any Bleach (when needed)
Only Non-chlorine Bleach (when needed)
Do Not Bleach
TUMBLE DRY
HEAT SETTING
No Heat
Low
Medium
High
Any Heat
CYCLE
Normal
Permanent Press
Delicate/Gentle
OTHER
Do Not Tumble Dry


DRY
Line Dry/ Hang to Dry
Drip Dry
Dry Flat
Dry in the Shade
Do Not Dry
Do Not Wring
IRON
TEMPERATURE
(Dry or Steam)
Low
Medium
High
OTHER
No Steam
Do Not Iron
DRY CLEAN
Dry Clean
Do Not Dry Clean

Source: The Soap and Detergent Association, www.sdahq.org

Sample Care Label


®
Made by Sun Valley Mfg. Co.,
Anytown,TX, USA
100% Cotton
Machine Wash, warm
Tumble Dry, Medium
Do Not Bleach
Iron, Medium
Dry-Cleanable
Identification of Manufacturer
Country of Origin
Fiber Content
Percentage of Fiber Content by Weight
Care Instructions

TA 79
TEKS 12A

Interpreting Garment Care Labels

Directions: Using information from resources and readings, answer the following questions.

1. What is the mandatory information on labels?

2. What is voluntary information?

3. What is the purpose of the information on the labels?

4. Where are hang tags and labels usually attached to ready-to-wear garments?

5. What information is available on the labels?

6. How do the clothing care symbols meet labeling requirements?

7. What additional information might be helpful on permanent care labels?

8. How may the information on care labels and hang tags be effectively used by the consumer?

TA 80a
TEKS 12A

Clothing Labels

Directions: Look closely at the following labels. Determine what mandatory information is missing for each clothing label. Write or illustrate inside the label what item(s) are missing (include care symbols).

1.

100% Cotton

Made in the USA

Machine Wash —
Warm
Tumble Dry —
Normal

2.

Fabulous

100% Rayon

Dry Clean Only

3.

Pemberton Wool

Made in the USA

Handwash
Dry Flat
Cool Iron

4.

Pizzazz!

Cotton Polyester

Machine Wash —
Warm
Tumble Dry —
Permanent Press
No Iron

5.

Super Duds

100%

Made in the USA

Machine Wash

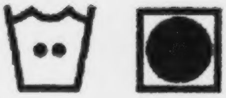
Line Dry

TA 80b
TEKS 12A

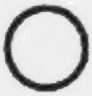
Clothing Labels

Answer Key

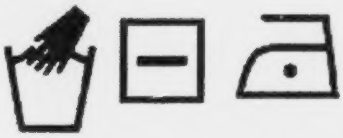
1. Identification of manufacturer
   Care Instructions Symbols:



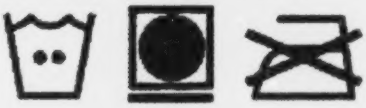
2. Country of origin
   Care Instructions Symbol:



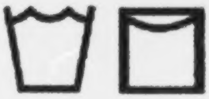
3. Percentage of fiber content by weight
   Care Instructions Symbols:



4. Percentage of fiber content by weight, country of origin
   Care Instructions Symbols:



5. Fiber content
   Care Instructions Symbols:



How Much Does It Really Cost?

Directions: Solve the problems in the following scenarios. Then figure the true cost of each apparel item.

1. Judy purchased a silk shirt at the mall for $36.00. Dry cleaning the silk shirt costs about $6.00 per cleaning. Judy estimates that she would have the shirt dry cleaned about every other wearing.
   a. How many times could she wear the shirt before the dry cleaning costs have equaled the cost of the shirt? ____________________
   b. What is the true cost of the silk shirt? ______________

2. Dry cleaning Tim's wool letter jacket costs about $10.00. Tim estimates he would have the jacket cleaned about six times a year.
   a. How many years could he wear the letter jacket before the dry cleaning costs equal the $180.00 purchase price of the jacket? ________________
   b. What is the true cost of the jacket? _______________

3. Carlos bought a sweater that had been marked down to $27.99. In two years, he wore the sweater 13 times. Over the two years, Carlos had the sweater dry cleaned four times at $4.00 per cleaning.
   a. What is the cost per wearing? ______________
   b. What is the true cost of the sweater? _____________

4. Jennifer paid $35.00 for a pair of jeans. In two years, she wore the jeans 60 times.

   The jeans were washable, so the cost of washing was about $2.00 per year.
   a. What is the cost per wearing? _____________
   b. What is the true cost of the jeans? ____________

Wardrobe Analysis for Garment Care

Directions: Complete the following analysis on five garments.

Apparel item	Fiber content	Care label instruction	Cost of laundering or cleaning	Number of wearings per month	Cost of garment per wearing including cost of laundering or cleaning	True cost of garment after one year
1.						
2.						
3.						
4.						
5.						

TA 83
TEKS 12F

Protecting the Environment Through Clothing Care and Management

◆ Strategies for Conserving Energy

- Wash clothes on warm or cold water settings, especially for the rinse cycle. Most laundry detergents are as effective in cold water as in hot water.
- Pretreat or presoak stains and heavy spoils prior to washing.
- Choose a wash time and cycle suitable for the type of load.
- Match the water level to the load size.
- Dry full loads. Small loads waste energy.
- Do not overload the washer or dryer.
- Do not overdry.
- Do not let garments remain in the dryer after it has shut off. This can cause wrinkling.
- Clean the lint filter in the clothes dryer after each load to keep the dryer more energy-efficient.
- Dry clothes by hanging them on a clothes line or clothes rack when possible.

◆ Stopping Waste Before It Starts

(Many manufacturers are using source reduction which conserves raw material and energy resources. Smaller packages and concentrated products generally use fewer materials and less energy to manufacture and transport.)

- Buy biodegradable products.
- Use concentrated products; they deliver the same cleaning performance as traditional versions and use less product.
- Buy refill systems whenever possible. Refill containers use less packaging material than primary containers. They also take up less storage space.
- Buy packages made with recycled materials.
- Use the right product for the job.
- Use combination products, such as laundry detergent with bleach or fabric softener. It combines two functions in one package.
- Follow the manufacturer's directions.

◆ Clothing Care Products

- Keep the product in its original container with the label intact.
- Follow directions if provided.
- Most solid products can be thrown in the trash (aerosols, crystals, sheets, sticks).
- Most other products, such as liquids, powders, and gels, can be disposed of down the drain with running water.

Source: The Soap and Detergent Association, 1999. New York, NY
www.sdahq.org

Simple Repairs

☞ Repairing snags

Grasp the snag from the back with a crochet hook or a special tool (bodkin) and pull it through to the underside of the garment.

☞ Mending seams

Seams can be stitched by hand or machine.

☞ Patching holes

For casual clothing, such as jeans, use iron-on patches. For dressier clothing, cut a piece of fabric from a hem or pocket and place it behind the hole. Turn torn edges under and stitch around the opening with very small, almost invisible hand stitches. Darning is repairing a hole or tear by covering it with small machine stitches or hand stitches.

☞ Replacing fasteners

Most common fasteners such as buttons, hooks and eyes, and snaps are available from fabric stores. It may be necessary to repair the fabric under the fastener or restitch worn buttonholes by hand or with a zigzag machine stitch.

Garment Project Assessment for Simple Clothing Repair and Alteration

Part A: Evaluate your planning, organizing, managing, and sequencing skills using the standards below.

Score	3	2	1
________	Demonstrated good organizational skills; gathered tools and equipment at one time; used dovetailing to accomplish tasks efficiently.	Demonstrated average organizational skills; several steps taken to gather tools and equipment; used some dovetailing to accomplish tasks.	Demonstrated below average organizational skills; gathered tools and equipment one at a time; did not use dovetailing techniques
________	Demonstrated good planning, managing, and sequencing skills when carrying out simple clothing repairs and alteration techniques.	Demonstrated average planning, managing, and sequencing skills when carrying out simple clothing repair and alteration techniques.	Demonstrated below-average planning, managing, and sequencing skills when carrying out simple clothing repair and alteration techniques.
________	Demonstrated proper safety practices when using clothing tools and equipment at all times.	Demonstrated proper safety practices when using clothing tools and equipment, but not consistently.	Did not demonstrate proper safety practices.
________	Tools and equipment returned to proper location; lab area cleaned to teacher specifications.	Returned some tools and equipment to proper locations; cleanliness of lab area needs improvement.	Tools and equipment not returned to proper location; lab area left unclean.

TA 85a
TEKS 13C

Garment Project Assessment for Simple Clothing Repair and Alteration, Cont'd.

TA 85b
TEKS 13C

Part B: Write your responses in complete sentences.

1. How would you rate the quality of the repair and/or alteration tasks that you completed on the garment?

2. What is the financial and useful impact of completion of this project?

TA 86
TEKS 14B

Interview Record for Apparel Career Exploration

Directions: Interview a person with a career in the apparel industry to gather information about the rewards, demands, and future trends in apparel careers. You may use the telephone, E-mail, correspondence, or personal contact methods to secure the information. Record your findings below.

Name of person interviewed:

Job title:

Education or training required for the career field:

Skills required of employees in the career:

Physical requirements needed for this career:

Entrepreneurial opportunities in the career field:

Duties and responsibilities performed by employees in the career:

Rewards such as duties, work schedules, and salary that add enjoyment to this career:

Job outlook for the future in apparel industry careers:

Suggestions for courses to take in high school to help prepare a person for this career:

TA 87a
TEKS 15A

WHAT IS NUTRITION?

Nutrition is how food nourishes the body and is the foundation for good health.

NUTRITION STANDARDS

Americans are fortunate to have nutrition standards based on scientific research to serve as a guide in making wise food choices that promote good health and reduce the risk of disease. Learning to use these standards as a basis for making nutritious food choices is an important step in developing good eating habits and a lifelong commitment to good nutrition.

Recommended Dietary Allowances

The Food and Nutrition Board of the National Academy of Sciences was established in 1940 to study issues of national importance pertaining to the safety and adequacy of the nation's food supply, to establish principles and guidelines for adequate nutrition, and to render authoritative judgement on the relationships among food intake, nutrition, and health. One of the Food and Nutrition Board's first actions was to publish the first edition of the *Recommended Dietary Allowances (RDA)*, based on scientific data of the nutrients needed to ensure adequate nutrition for people in the United States. The *RDA* are a set of nutrient standards established for the maintenance of good nutrition. These standards are based on the energy and nutrients that are needed for good health and that reduce the risk of chronic disease.

Since the establishment of the *RDA*, scientific knowledge related to nutrition and health has increased dramatically. This new knowledge includes findings that show the interrelationships of diet, nutrition, and many chronic diseases. Therefore, the Food and Nutrition Board, in partnership with Health Canada, has created *Dietary Reference Intakes (DRI)*, to refer to the three types of reference values used to determine nutritional adequacy. The *RDA* are one of these reference values. The other two are known as *Estimated Average Requirement (EAR)* and *Tolerable Upper Intake Level (UL)*. This new information will assist dietitians, physicians, nutritionists, and other professionals in designing dietary plans that work in concert with other health practices in treatment and prevention of chronic disease.

THE NUTRIENTS

Nutrients are life-sustaining chemical substances that nourish and promote the growth of the human body. No one food contains all of the nutrients necessary for the body to function effectively; therefore, a balanced diet that incorporates appropriate amounts of the six essential nutrients, as well as recommended servings from the food groups, is necessary. Individuals should choose foods of high nutrient density rather than foods with empty calories. Foods that are nutrient dense are foods that are excellent sources of essential nutrients with few, if any, empty calories. ***Empty calorie foods*** refer to foods that provide calories or energy but little or no nutritive value. The six essential nutrients are as follows:

- protein
- carbohydrates
- vitamins
- minerals
- fats
- water

The ***RDA*** are the Recommended Dietary Allowances for Americans. The RDA serve as a guideline for determining the amounts of nutrients a specific person needs each day. They give the specific recommended daily nutrient needs for a person according to age and gender. The RDA are established by the National Food and Nutrition Board of the National Academy of Sciences.

Protein.

Protein is the main component of every cell in the human body. Without protein, the human body would not be able to survive. Protein performs three very important functions. The body uses protein for the following:

- Growth and repair of new and damaged tissues.
- Regulating all body functions, and transporting other nutrients and oxygen throughout the body.
- Supplying energy when adequate amounts are not supplied by carbohydrates and fats.

Protein is comprised of compounds called amino acids. Amino acids are often referred to as the building blocks of protein. There are twenty-two different amino acids. Thirteen of these amino acids are manufactured in the body, and the remaining nine amino acids must be supplied by the diet. These nine amino acids are often referred to as essential amino acids because it is essential that they be furnished by the diet. The body cannot function without these nine essential amino acids. People in less developed countries suffer from many diet-related diseases and other health problems because of the shortage of protein foods.

Protein foods that supply all nine of the essential amino acids are called ***complete proteins***. Foods that supply only some of the nine essential amino acids are called ***incomplete proteins***. In some cases, two incomplete protein foods can be eaten together to form a complete protein source. Most generally, animal proteins are complete protein sources and plant proteins are incomplete protein sources. However, animal proteins also provide more fat and calories than plant proteins. It is a wise dietary practice to consume combinations of plant proteins to fulfill some of the body's need for complete proteins. Some examples of combining incomplete proteins to form complete proteins are as follows:

- Legumes (dried beans, lentils, split peas) and rice
- Pinto beans and corn tortillas
- Peanut butter sandwich (Peanuts are a legume.)

Another way to form complete proteins is to combine a small amount of animal protein with an incomplete protein source. Some examples include the following:

- Bean soup with small amounts of chopped ham
- Macaroni and cheese
- Cereal and low-fat or skim milk
- Baked potato with cottage cheese
- Spaghetti with tomato sauce and a small amount of meat

The average American adult eats twice as much protein as is needed. It is recommended that 10-15% of calories come from protein for most children and adults. Protein needs increase during times of growth, such as childhood, adolescence, pregnancy, and lactation. People should consult the Recommended Dietary Allowances (RDA) for gender and age group guidelines for protein requirements.

Carbohydrates.

Carbohydrates are nutrients that supply energy for body functions. The other energy sources are proteins and fats. Fifty to fifty-five percent of calories should come from complex carbohydrates. Carbohydrates are broken down in the body into sugars, starches, and fiber. The sugars are known as simple carbohydrates, and the starches and fibers are known as complex carbohydrates. Carbohydrates perform three important functions in the body:

- supply energy
- supply fiber
- aid in the digestion of fats

- ***Monosaccharides*** are the simplest form of carbohydrates. The monosaccharides are glucose, galactose, and fructose. Sugars and starches are broken down in the body into the simple sugar glucose. ***Glucose*** is the major sugar found in the bloodstream and supplies energy for the body. Some body tissues, such as red blood cells and parts of the brain, are able to get energy only from glucose. ***Fructose*** is found in honey and fruits and is known as the sweetest of the sugars. ***Galactose*** is not found in nature, but is one of the two monosaccharides available after the breakdown of lactose (milk sugar).

- ***Disaccharides*** are formed when two glucose molecules are joined together. They are broken down into monosaccharides during digestion. The disaccharides are sucrose, maltose, and lactose. ***Sucrose*** is found in white refined table sugar, brown sugar, confectioner's sugar, cane sugar, beet sugar, molasses, and maple syrup. ***Maltose*** is malt sugar which is found in sprouting cereal grains. ***Lactose*** is milk sugar and is found only in milk.

- ***Polysaccharides*** are the complex carbohydrates. They include starch, cellulose, and glycogen. ***Starch*** is the most abundant polysaccharide. Starch can be found in roots, legumes, grains, and vegetables, but must be broken down into glucose by the body before it can be utilized. ***Cellulose*** is the fibrous material found in plants and is commonly referred to as fiber or roughage. Cellulose cannot be digested by humans. Sources of cellulose include vegetables, fruits, and whole grain cereals. Glycogen, also known as animal starch, is the storage form of carbohydrates found in the liver and muscles. Glycogen in the liver is easily broken down into blood glucose, and muscle glycogen supplies glucose for muscle use. This is especially important during periods of intense exercise.

Vitamins.

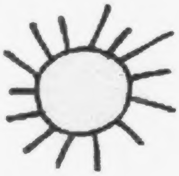
Vitamins are organic compounds necessary for normal growth, maintenance of health, and reproduction. Vitamins help the body convert carbohydrates and fat into energy and assist in the formation of bones and tissues. Vitamins are essential for maintaining good health as the body cannot survive without them.

Vitamins are either fat soluble or water soluble. ***Fat-soluble vitamins*** cannot be dissolved in water, so they are stored in body fat until they are transported to the cells by the blood. ***Water-soluble vitamins*** are easily dissolved by water and therefore are not stored in the body. Water-soluble vitamins must be replenished daily.

Vitamins A, D, E, and K are the fat-soluble vitamins. The functions and sources of each of the fat-soluble vitamins include the following:

- ***Vitamin A*** (retinol) is responsible for night and color vision, growth of bones and teeth, and production of healthy skin. Sources of vitamin A include dark green and dark yellow vegetables, fruits, egg yolks, whole milk, liver, butter, and fish oils.

- ***Vitamin D*** (calciferol) is important for the normal growth and development of bones and teeth, and it aids in the absorption and utilization of calcium and phosphorus. Sources include egg yolks, liver, fish liver oils, and fortified milk. The primary source of vitamin D is the sun. However, excessive exposure to the sun puts a person at risk for certain types of skin cancer.



- ***Vitamin E*** (alpha tocopherol) protects cells from oxidation. ***Oxidation*** is a chemical change that occurs as a result of exposure to oxygen. When blood cells or tissue cells are exposed to oxygen, the resulting chemical change known as oxidation causes a weakening of the cell walls and thus damages the tissues. Vitamin E is most effective in protecting the red blood cells in the lungs and the cells in the lung tissue because of their continuous exposure to oxygen. Oxidation also occurs when foods are exposed to oxygen and results in a loss of vitamins, as well as food spoilage. Sources of vitamin E include vegetable oils, wheat germ, whole-grain bread and cereal products, liver, fish liver oils, and green leafy vegetables.

- ***Vitamin K*** (phylloquinone and menaquinone) is necessary for blood clotting. Sources include green leafy vegetables, broccoli, peas, liver, cheese, and eggs.

The water-soluble vitamins include the eight B vitamins and vitamin C. The functions of each of the water-soluble vitamins and sources of each include following:

- ***Thiamin*** (vitamin B_1) helps break down carbohydrates in the body and helps the body release energy from food. It is necessary for cell respiration, promotion of normal appetite and digestion, and maintenance of a healthy nervous system. Sources include enriched whole-grain products, liver, peas, and pork. Thiamin is heat sensitive and is easily leached into the cooking liquid. Proper food storage and preparation practices are essential to maintain the thiamin level in foods.

- ***Riboflavin*** (vitamin B_2) is necessary for the body to break down carbohydrates and keep the skin, tongue, and lips in normal condition. Sources include cheese, eggs, enriched breads, leafy green vegetables, lean meats, and legumes. Riboflavin is easily destroyed by exposure to light, especially sunlight. It is important to store these foods either in a pantry or in the refrigerator to prevent nutrient loss.

- ***Niacin*** (vitamin B_3) is vital to the nervous system. It helps cells convert food to energy and is beneficial for the mouth, skin, and tongue. It helps the digestive tract to function properly. Sources include liver, lean meats, whole grains, nuts, and legumes. Currently, there is research into the effects of niacin in lowering blood cholesterol. However, due to the toxic side effects of high doses of niacin, self-prescribed niacin supplements are not recommended.

- ***Folate*** (also called folacin or folic acid) is necessary for the body to produce normal red blood cells and for the biochemical reactions of cells in the production of energy. Sources include wheat germ, wheat bran, yeast, leafy green vegetables, liver, and legumes.

- ***Biotin*** is essential in the breakdown of carbohydrates, lipids, and proteins in the body. Sources include liver, kidneys, egg yolk, vegetables, and fruits (especially bananas, grapefruit, watermelon, and strawberries.)

- ***Pantothenic Acid*** aids in the metabolism of fat and the formation of cholesterol and hormones. Sources include all plant and animal tissues with the best sources being liverwurst, meats, poultry, egg yolk, wheat germ and rice germ, tomato paste, sweet potatoes, oatmeal, and milk.

- ***Pyridoxine*** (vitamin B_6) is needed to help nervous tissues function normally, to maintain the health of the skin and red blood cells, and to participate in the metabolism of proteins, carbohydrates, and fats. Sources include liver, lean meats, cereals, vegetables, and milk.

- ***Cyanocobalamin*** (vitamin B_{12}) is necessary in the development of normal growth, normal functioning of all body cells, metabolism of folate, and protection against pernicious anemia. Pernicious anemia primarily results from the body's inability to absorb vitamin B_{12}. However, it can result from a deficiency of vitamin B_{12} in the diet.

Vitamin B_{12} is found only in animal protein. Liver, clams, oysters, muscle meats, eggs, chicken, and milk are the best sources.

- ***Ascorbic Acid*** (vitamin C) aids in the formation of hemoglobin, helps fight infection, aids in healing of wounds, aids in the formation and maintenance of collagen, and aids in the absorption of iron and calcium. Sources include citrus fruits, cantaloupe, strawberries, dark leafy green vegetables, broccoli, cabbage, and green peppers.

Research continues into the role vitamins and minerals play in preventing chronic disease and in maintaining health and wellness. The ***Recommended Dietary Allowances (RDA)***, developed by the National Academy of Sciences, serve as a guideline for determining the amounts of nutrients a specific person needs each day.

Minerals.

Minerals are necessary for building bones, tissues, and other compounds, as well as for regulating body processes. Minerals found in large amounts in the body are called ***macrominerals***. Macrominerals include calcium, phosphorus, magnesium, sodium, potassium, and chloride. Minerals found in small amounts in the body are called trace elements or ***microminerals***. Trace elements are iron, iodine, zinc, and fluorine. Figure 1 lists macrominerals, their primary functions, and sources. Figure 2 lists primary functions and sources of microminerals.

Fats.

Fats are semisolid, energy-filled organic compounds found in animal and plant tissues. The term ***lipids*** is often used interchangeably with the term fat to describe fats, oils, and fat-related substances. Lipids in the simplest forms are called fatty acids. The major form of fat in the body and in foods is known as triglycerides. ***Triglycerides*** are chemical compounds that contain carbon, hydrogen, and oxygen. Fats or lipids are important sources of energy needed by the body. Calories from fat should not exceed 30% of the total daily calorie intake. Functions of fat in the body include the following:

- provide energy
- transport and absorb fat-soluble vitamins
- cushion vital organs in the body
- comprise part of the structure of body cells
- supply essential fatty acids
- add flavor to foods
- satisfy appetites by delaying hunger
- insulate the body
- serve as protection for nerves and blood vessels

Fats are classified as saturated, monounsaturated, or polyunsaturated. The more saturated the fat, the more solid it is at room temperature.

- ***Saturated fats*** have the most hydrogen. Saturated fats are found in butter, chocolate, egg yolks, lard, shortening, and many other foods. Saturated fats should not exceed 10% of the total calories from fat.

- ***Monounsaturated fats*** have less hydrogen than saturated fats. Some examples of monounsaturated fats include some cooking oils, olive oil, some peanut butter, and some salad dressings.

- ***Polyunsaturated fats*** have the least amount of hydrogen. Polyunsaturated fats are found in such foods as Brazil nuts, some cooking oils, some peanut butter, soft margarine, and walnuts.

Water.

Water is necessary in the body for many reasons. It acts as a solvent for nutrients and hormones. Water also transports nutrients to the cells and

What is Nutrition, Cont'd.

MACROMINERALS

Macrominerals	Functions	Sources
Calcium	• Needed for bone rigidity, blood clotting, muscle contraction, normal nerve functions • Just because an individual eats food containing calcium does not mean that the body absorbs the calcium. Factors that increase calcium absorption include: - an overall balanced diet - intake of vitamins D and C - intake of certain amino acids • Factors that decrease calcium absorption include: - a vitamin D deficiency - fat malabsorption - eating large amounts of fiber - lack of exercise - stress - lactose deficiency or lactose intolerance	Milk and milk products, soft-boned fish, calcium-fortified orange juice, leafy green vegetables, and broccoli.
Phosphorus	• Helps build strong bones and teeth, and is a significant factor in all phases of calcium metabolism	Meat, poultry, liver, fish, eggs, milk, other dairy products, raw oranges, cherries, peaches, rice, potatoes, and wheat flour. Eating foods high in calcium will provide adequate phosphorus.
Magnesium	• Helps regulate - body temperature - muscle contractions - the nervous system • Helps cells utilize - carbohydrates - fats - proteins	Green leafy vegetables; nuts, including Brazil, almonds, and cashews; muscle meats; salmon; cheddar cheese; beef liver; milk; and eggs. Vitamin D increases the body's absorption of magnesium.
Sodium, chloride, potassium	• These three work together to: - regulate the flow of fluids in the body - help regulate the nervous system - help regulate the muscle functions, including heart - help regulate nutrient absorption in the cells	Sources for sodium and chloride are found in table salt, while potassium can be found in meats, milk, bananas, leafy green vegetables, and citrus fruits.

Figure 1

MICROMINERALS

Microminerals	Functions	Sources
Iron	• Found primarily in the blood, where it combines with protein to form hemoglobin (oxygen-carrying protein in the blood.)	Liver and other organ meats, egg yolks, dried legumes, shellfish, leafy green vegetables, and enriched breads. It is estimated that only 10 to 15 percent of the iron in foods is actually absorbed.
Zinc	• Zinc is needed for the lungs to release oxygen.	Oysters, herring, egg yolks, and organ meats.
Copper	• Copper is necessary in the formation of hemoglobin.	Liver, bran flakes, and cocoa powder.
Manganese	• The role of manganese is not well-understood.	Nuts, rice, whole grains, beans, and leafy green vegetables.
Selenium	• Selenium works in conjunction with vitamin E to protect cells from destruction. It has been suggested that selenium may have a role in the prevention of cancer.	Fish, organ meats, shellfish, and eggs. Grains and other plants, grown in selenium-rich soil are also good sources.
Chromium	• Chromium maintains the normal glucose uptake into cells and helps insulin bind to cells.	Vegetable oils, egg yolks, whole grains, and meats. Fruits, vegetables, highly processed foods, and drinking water are generally poor sources of chromium.
Iodine	• Iodine is needed for the thyroid gland to produce thyroxine, which is essential for the oxidation rates of cells.	Iodized salt, ocean fish, seaweed, and milk.
Fluoride	• Fluoride is needed to prevent tooth decay.	Fluoridated drinking water, seafood, tea, fluoridated toothpaste, and fruits and vegetables grown in areas where natural fluoride level in the water is high.

Figure 2

BEST COPY AVAILABLE

rids the body of waste products. It lubricates the joints, facilitates food passage, and regulates body temperature through conduction of heat, perspiration, and excretion. The body typically uses two to two and one-half liters of water per day. It is recommended that the daily diet include at least eight 8-ounce glasses of water per day. Sources of water include beverages, soups, water, and milk. Other sources are as follows:

•vegetables	87 percent
•fresh fruits	86 percent
•eggs	74 percent
•beef	60 percent
•bread	36 percent

NUTRITION LABELING

From the mid-sixties until the late 1980's, nutrition information on food labels was based on the United States Recommended Daily Allowances (USRDA) which was a version of the RDA using the highest dietary allowances in each age group. Many consumers found the USRDA difficult to understand. In 1990, President George Bush signed the Nutrition Labeling and Education Act into law. The Food and Drug Administration (FDA) was then charged with developing new regulations for food labels.

In 1993, the FDA implemented the Daily Values for use on food labels with the intent that all manufacturers would provide the same nutrition information on food labels. The Daily Values replace the USRDA and contain two sets of standards for nutrition labeling: (1) Reference Daily Intake (RDI) are standards set for protein, vitamins, and minerals; and (2) Daily Reference Values (DRV) are the second set of standards and represent food labeling values for food components and nutrients, such as cholesterol, fat, and fiber that do not have an RDA but are related to nutrition, health, and prevention of disease.

Some food packages make claims, such as "light," "low fat," and "cholesterol free." In the past, "light" could mean "lighter color." Now, these claims can be used only if a food meets strict government definitions. With food labels that give nutrition information in a standardized and easy-to-read format, consumers are able to use food labels as a basis for meal planning, food selection, and promoting the nutritional health of family members.

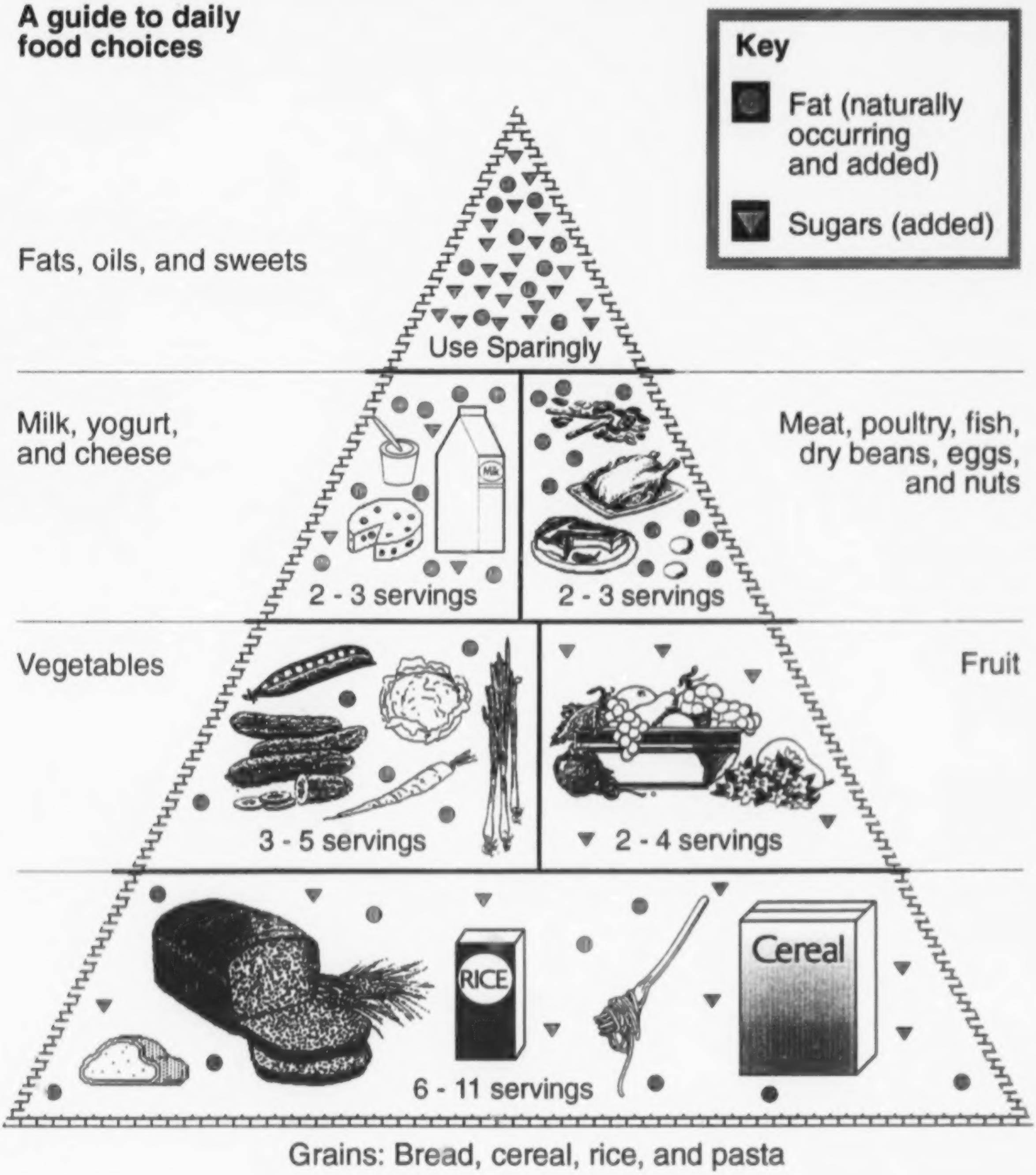
Name the Nutrient

Directions: Complete the blanks by naming the nutrients that perform the stated functions using the list below. Use facts supplied by your teacher or found in current nutrition references. Select your responses from this list of nutrients: calcium, Carbohydrates, complex carbohydrates, fat, iron, niacin, potassium, protein, thiamin, vitamin A, vitamin C, and water.

Food Group	Nutrient	Function	Food Sources
Breads, Cereals, Rice, and Pasta	1. ______ 2. ______ 3. ______ 4. ______	1. Provides energy 2. Aids growth of new tissue and repair of body cells; promotes growth 3. Helps release energy; promotes healthy nervous system 4. Prevents some types of anemia; helps cells use oxygen; helps form red blood cells	
Fruits	5. ______ 6. ______ 7. ______	5. Helps hold body cells together; helps wounds heal; helps teeth and bones develop 6. Promotes good eyesight; helps keep skin healthy; promotes growth 7. Provides energy; helps body use protein and fat	
Vegetables	8. ______ 9. ______ 10. ______ 11. ______ 12. ______ 13. ______	8. Promotes good eyesight; helps keep skin healthy; promotes growth 9. Helps hold body cells together; helps wounds heal; helps teeth and bones develop 10. Helps release energy; promotes healthy nervous system 11. Lubricates joints, facilitates food passage, and regulates body temperature 12. Builds strong bones and teeth; helps clot blood 13. Assists in muscle contraction; maintains fluid and electrolyte balance; aids nerve impulses	
Milk, Yogurt, and Cheese	14. ______ 15. ______ 16. ______	14. Builds strong bones and teeth; helps clot blood 15. Aids growth of new tissue and repair of body cells, promotes growth 16. Provides energy and calories; carries fat-soluble vitamins	

Food Group	Nutrient	Function	Food Sources
Meat, Poultry, Fish, Dry Beans and Peas, Eggs, Nuts, and Seeds	17. ______ 18. ______ 19. ______ 20. ______	17. Aids growth of new tissue and repair of body cells; promotes growth; provides energy 18. Prevents some types of anemia; helps cells use oxygen; helps form red blood cells 19. Helps produce energy; promotes healthy nervous system; makes cells work properly 20. Provides energy and calories; carries fat-soluble vitamins	
Fats and Sweets	21. ______ 22. ______	21. Provide energy and calories; carries fat-soluble vitamins 22. Provides energy only	

Food Guide Pyramid


A guide to daily food choices
Key
● Fat (naturally occurring and added)
▼ Sugars (added)
Fats, oils, and sweets
Use Sparingly
Milk, yogurt, and cheese
2 - 3 servings
Milk
Meat, poultry, fish, dry beans, eggs, and nuts
2 - 3 servings
Vegetables
3 - 5 servings
Fruit
2 - 4 servings
RICE
Cereal
6 - 11 servings
Grains: Bread, cereal, rice, and pasta

Adapted from: "The Food Guide Pyramid," Home and Garden Bulletin No. 252, United States Department of Agriculture Human Nutrition Information Service.

LABORATORY TESTS
for
Selected Nutrients in Foods

1. Fat: Evidence of fat in food will show up on unglazed paper as a shiny spot that does not dry up as water would.
   a. Rub the food on a portion of unglazed paper.
   b. A shiny spot that does not dry indicates that there is fat in the food.
   c. A shiny spot that does dry indicates that there is water and no fat in the food.

2. Sugar: Benedict's or Fehling's solution will produce a color change from green to yellow to orange if sugars are present in the foods. (Sucrose, which is ordinary table sugar, will not work.)
   a. In a test tube, boil five millimeters of solution with the food to be tested.
   b. A positive test for sugars will result in a color change from green, to yellow, to orange, or red.

3. Protein: A test using Biuret's solution will produce a color change to a blue or blue/purple color if the food contains protein.
   a. Mix the food to be tested with a few drops of Biuret's solution.
   b. A color change to blue or blue/purple is a positive test for protein.

4. Vitamin C: A test using indophenol will produce a color change from blue to colorless if the food contains ascorbic acid.
   a. Place 4 ml of indophenol in a test tube.
   b. Gradually add to the indophenol an ascorbic acid mixture or a food to be tested.
   c. A color change from blue to colorless is a positive test for vitamin C.

Name ________________ Class Period ________________

Record of Laboratory Tests for Selected Nutrients in Foods

Food Tested	Fat	Sugar	Protein	Vitamin C	Food Group

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NAME ______________________________ DATE ________________

Questions on Laboratory Results

1. What test results met your expectations? What results did not meet your expectations? Explain your answer.

2. What food contained protein?

3. What is the nutritional importance of protein?

4. What foods contained sugar?

5. What is the nutritional importance of carbohydrates?

6. What foods contained fat?

7. What is the nutritional importance of fat?

8. What foods contained vitamin C?

9. What is the nutritional importance of vitamin C?

10. Using your laboratory results, which food group(s) contain(s) each of these nutrients:
    a. Protein
    b. Sugar
    c. Fat
    d. Vitamin C

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TEKS 15B

A Pattern for Daily Food Choices

Food Groups	Suggested Daily Servings	What Equals a Serving?
Vegetables • Dark green leafy • Deep yellow • Starchy • Other vegetables	**3 - 5** servings from entire group (include all types regularly; use dark green leafy vegetables and deep yellow vegetables several times a week.)	♦ 1/2 cup of cooked vegetables ♦ 1/2 cup of chopped raw vegetables ♦ 1 cup of leafy raw vegetables, such as lettuce or spinach ♦ 3/4 cups of vegetable juice
Fruits • Citrus, melon, berries • Other fruits	**2 - 4** servings from entire group	♦ a whole fruit, such as a medium apple, banana, or orange ♦ a grapefruit half ♦ a melon wedge ♦ 3/4 cup of juice ♦ 1/2 cup of berries ♦ 1/2 cup cooked or canned fruit ♦ 1/4 cup dried fruit
Breads, Cereals, Rice, and Pasta • Whole-grain • Enriched	**6 - 11** servings from entire group (include several servings of whole-grain products daily.)	♦ 1 slice of bread ♦ 1/2 hamburger bun, English muffin, or bagel ♦ a small roll, biscuit, or muffin ♦ 3 to 4 small or 2 large crackers ♦ 1/2 cup cooked cereal, rice, or pasta ♦ 1 ounce of ready-to-eat breakfast cereal ♦ 1 tortilla or pancake
Milk, Yogurt, and Cheese	**2** servings for adults **3** servings for children **4** servings for ages 11-24 (3 servings for women who are pregnant or breast-feeding; 4 servings for teens who are pregnant or breast-feeding)	♦ 1 cup of milk ♦ 8 ounces yogurt ♦ 1 1/2 ounces of natural cheese ♦ 2 ounces processed cheese
Meat, Poultry, Fish, Dry beans and Peas, Eggs, Nuts, and Seeds	**2 - 3** servings from entire group (include dry beans and peas often.)	♦ 2-3 ounces equal one serving of cooked lean meat, poultry, or fish. Count 1 egg, 1/2 cup cooked dried beans, or 2 T. peanut butter as 1 ounce of meat.

Adapted from: "Nutrition and Your Health: Dietary Guidelines for Americans, "United States Departments of Agriculture and Health and U.S. Department of Human Services. Washington, DC, 1995.

FOOD AND NUTRITION BOARD, NATIONAL ACADEMY OF SCIENCES–NATIONAL RESEARCH COUNCIL
RECOMMENDED DIETARY ALLOWANCES,[a] Revised 1989 (Abridged)

Designed for the maintenance of good nutrition of practically all healthy people in the United States

Category	Age (years) or Condition	Weight[b]		Height[b]		Protein	Vitamin A	Vitamin E	Vitamin K	Vitamin C	Iron	Zinc	Iodine	Selenium
		(kg)	(lb)	(cm)	(in)	(g)	(μg RE)[c]	(mg α-TE)[d]	(μg)	(mg)	(mg)	(mg)	(μg)	(μg)
Infants	0.0–0.5	6	13	60	24	13	375	3	5	30	6	5	40	10
	0.5–1.0	9	20	71	28	14	375	4	10	35	10	5	50	15
Children	1–3	13	29	90	35	16	400	6	15	40	10	10	70	20
	4–6	20	44	112	44	24	500	7	20	45	10	10	90	20
	7–10	28	62	132	52	28	700	7	30	45	10	10	120	30
Males	11–14	45	99	157	62	45	1,000	10	45	50	12	15	150	40
	15–18	66	145	176	69	59	1,000	10	65	60	12	15	150	50
	19–24	72	160	177	70	58	1,000	10	70	60	10	15	150	70
	25–50	79	174	176	70	63	1,000	10	80	60	10	15	150	70
	51+	77	170	173	68	63	1,000	10	80	60	10	15	150	70
Females	11–14	46	101	157	62	46	800	8	45	50	15	12	150	45
	15–18	55	120	163	64	44	800	8	55	60	15	12	150	50
	19–24	58	128	164	65	46	800	8	60	60	15	12	150	55
	25–50	63	138	163	64	50	800	8	65	60	15	12	150	55
	51+	65	143	160	63	50	800	8	65	60	10	12	150	55
Pregnant						60	800	10	65	70	30	15	175	65
Lactating	1st 6 months					65	1,300	12	65	95	15	19	200	75
	2nd 6 months					62	1,200	11	65	90	15	16	200	75

NOTE: This table does not include nutrients for which Dietary Reference Intakes have recently been established (see *Dietary Reference Intakes for Calcium, Phosphorus, Magnesium, Vitamin D, and Fluoride* [1997] and *Dietary Reference Intakes for Thiamin, Riboflavin, Niacin, Vitamin B_6, Folate, Vitamin B_{12}, Pantothenic Acid, Biotin, and Choline* [1998]).

[a] The allowances, expressed as average daily intakes over time, are intended to provide for individual variations among most normal persons as they live in the United States under usual environmental stresses. Diets should be based on a variety of common foods in order to provide other nutrients for which human requirements have been less well defined.

[b] Weights and heights of Reference Adults are actual medians for the U.S. population of the designated age, as reported by NHANES II. The median weights and heights of those under 19 years of age were taken from Hamill et al. (1979). The use of these figures does not imply that the height-to-weight ratios are ideal.

[c] Retinol equivalents. 1 retinol equivalent = 1 μg retinol or 6 μg β-carotene.

[d] α-Tocopherol equivalents. 1 mg d-α tocopherol = 1 α-TE.

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FOOD AND NUTRITION BOARD, INSTITUTE OF MEDICINE-NATIONAL ACADEMY OF SCIENCES
DIETARY REFERENCE INTAKES: RECOMMENDED INTAKES FOR INDIVIDUALS

Life-Stage Group	Calcium (mg/d)	Phosphorus (mg/d)	Magnesium (mg/d)	Vitamin D (µg/d)[a,b]	Fluoride (mg/d)	Thiamin (mg/d)	Riboflavin (mg/d)	Niacin (mg/d)[c]	Vitamin B_6 (mg/d)	Folate (µg/d)[d]	Vitamin B_{12} (µg/d)	Pantothenic Acid (mg/d)	Biotin (µg/d)	Choline[e] (mg/d)
Infants														
0–6 mo	210*	100*	30*	5*	0.01*	0.2*	0.3*	2*	0.1*	65*	0.4*	1.7*	5*	125*
7–12 mo	270*	275*	75*	5*	0.5*	0.3*	0.4*	4*	0.3*	80*	0.5*	1.8*	6*	150*
Children														
1–3 yr	500*	460	80	5*	0.7*	0.5	0.5	6	0.5	150	0.9	2*	8*	200*
4–8 yr	800*	500	130	5*	1*	0.6	0.6	8	0.6	200	1.2	3*	12*	250*
Males														
9–13 yr	1,300*	1,250	240	5*	2*	0.9	0.9	12	1.0	300	1.8	4*	20*	375*
14–18 yr	1,300*	1,250	410	5*	3*	1.2	1.3	16	1.3	400	2.4	5*	25*	550*
19–30 yr	1,000*	700	400	5*	4*	1.2	1.3	16	1.3	400	2.4	5*	30*	550*
31–50 yr	1,000*	700	420	5*	4*	1.2	1.3	16	1.3	400	2.4	5*	30*	550*
51–70 yr	1,200*	700	420	10*	4*	1.2	1.3	16	1.7	400	2.4[f]	5*	30*	550*
> 70 yr	1,200*	700	420	15*	4*	1.2	1.3	16	1.7	400	2.4[f]	5*	30*	550*
Females														
9–13 yr	1,300*	1,250	240	5*	2*	0.9	0.9	12	1.0	300	1.8	4*	20*	375*
14–18 yr	1,300*	1,250	360	5*	3*	1.0	1.0	14	1.2	400[g]	2.4	5*	25*	400*
19–30 yr	1,000*	700	310	5*	3*	1.1	1.1	14	1.3	400[g]	2.4	5*	30*	425*
31–50 yr	1,000*	700	320	5*	3*	1.1	1.1	14	1.3	400[g]	2.4	5*	30*	425*
51–70 yr	1,200*	700	320	10*	3*	1.1	1.1	14	1.5	400	2.4[f]	5*	30*	425*
> 70 yr	1,200*	700	320	15*	3*	1.1	1.1	14	1.5	400	2.4[f]	5*	30*	425*
Pregnancy														
≤ 18 yr	1,300*	1,250	400	5*	3*	1.4	1.4	18	1.9	600[h]	2.6	6*	30*	450*
19–30 yr	1,000*	700	350	5*	3*	1.4	1.4	18	1.9	600[h]	2.6	6*	30*	450*
31–50 yr	1,000*	700	360	5*	3*	1.4	1.4	18	1.9	600[h]	2.6	6*	30*	450*
Lactation														
≤ 18 yr	1,300*	1,250	360	5*	3*	1.5	1.6	17	2.0	500	2.8	7*	35*	550*
19–30 yr	1,000*	700	310	5*	3*	1.5	1.6	17	2.0	500	2.8	7*	35*	550*
31–50 yr	1,000*	700	320	5*	3*	1.5	1.6	17	2.0	500	2.8	7*	35*	550*

NOTE: This table presents Recommended Dietary Allowances (RDAs) in bold type and Adequate Intakes (AIs) in ordinary type followed by an asterisk (*). RDAs and AIs may both be used as goals for individual intake. RDAs are set to meet the needs of almost all (97 to 98 percent) individuals in a group. For healthy breastfed infants, the AI is the mean intake. The AI for other life-stage and gender groups is believed to cover needs of all individuals in the group, but lack of data or uncertainty in the data prevent being able to specify with confidence the percentage of individuals covered by this intake.

[a] As cholecalciferol. 1 µg cholecalciferol = 40 IU vitamin D.

[b] In the absence of adequate exposure to sunlight.

[c] As niacin equivalents (NE). 1 mg of niacin = 60 mg of tryptophan, 0-6 months = preformed niacin (not NE).

[d] As dietary folate equivalents (DFE). 1 DFE = 1 µg food folate = 0.6 µg of folic acid (from fortified food or supplement) consumed with food = 0.5 µg of synthetic (supplemental) folic acid taken on an empty stomach.

[e] Although AIs have been set for choline, there are few data to assess whether a dietary supply of choline is needed at all stages of the life cycle, and it may be that the choline requirement can be met by endogenous synthesis at some of these stages.

[f] Because 10 to 30 percent of older people may malabsorb food-bound B_{12}, it is advisable for those older than 50 years to meet their RDA mainly by consuming foods fortified with B_{12} or a supplement containing B_{12}.

[g] In view of evidence linking folate intake with neural tube defects in the fetus, it is recommended that all women capable of becoming pregnant consume 400 µg of synthetic folic acid from fortified foods and/or supplements in addition to intake of food folate from a varied diet.

[h] It is assumed that women will continue consuming 400 µg of folic acid until their pregnancy is confirmed and they enter prenatal care, which ordinarily occurs after the end of the periconceptional period—the critical time for formation of the neural tube.

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Nutrition and Your Health:
DIETARY GUIDELINES FOR AMERICANS

1 Eat a variety of foods.

People need more than forty different nutrients for good health. Essential nutrients include vitamins, minerals, amino acids from protein, certain fatty acids from fat, and sources of calories (protein, carbohydrates, and fat). These nutrients should come from a variety of foods, not from a few highly fortified foods or supplements. Get the nutrients needed by choosing different foods you enjoy eating from the five major food groups. These groups are vegetables, fruits, grain products, milk and milk products, and meats and meat alternatives.

2 Balance the food you eat with physical activity – maintain or improve your weight

Being too fat or too thin increases chances of developing health problems. Being too fat is common in the United States. It is linked with high blood pressure, heart disease, stroke, the most common type of diabetes, certain cancers, and other types of illness.

3 Choose a diet with plenty of grain products, vegetables, and fruits.

Vegetables, fruits, and grain products are important parts of a varied diet. They are emphasized in this guideline especially for their complex carbohydrates, dietary fiber, and other food components linked to good health.

4 Choose a diet low in fat, saturated fat, and cholesterol.

Higher levels of saturated fat and cholesterol in the diet are linked to increased risk for heart disease. A diet low in fat makes it easier to include the variety of foods you need for nutrients without exceeding your calorie needs because fat contains over twice the calories of an equal amount of carbohydrates or protein.

5 Choose a diet moderate in sugars.

Sugars and many foods that contain them in large amounts supply calories but are limited in nutrients. Thus, they should be used in moderation by most healthy people and sparingly by people with low-calorie needs. The more often these foods—even small amounts—are eaten, the greater the risk for tooth decay.

6 Choose a diet moderate in salt and sodium.

Table salt contains sodium and chloride—both are essential in the diet. However, most Americans eat more salt and sodium than they need. In the United States, about one in three adults has high blood pressure. If these people restrict their salt and sodium intake, usually their blood pressure will fall.

7 Avoid alcoholic beverages.

Drinking alcoholic beverages is illegal in Texas for people under age twenty-one. Heavy drinking of alcoholic beverages is related to malnutrition, liver disease, and some forms of cancer. Drinking alcoholic beverages during pregnancy can damage the developing fetus. People who drink alcoholic beverages before driving increase their risk of car accidents.

Adapted From: "Nutrition and Your Health: Dietary Guidelines for Americans," Fourth Edition, 1995, Home and Garden Bulletin No. 232, U.S. Department of Agriculture and U.S. Department of Health and Human Services. "Dietary Guidelines and Your Diet: Home Economics Teacher's Guide, February 1998, U.S. Department of Agriculture and Human Nutrition Information Service.

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TEKS 15B

Nutritional Adequacy of Selected Menus

Directions: Analyze the menus below. Use the ***Food Guide Pyramid*** and ***A Pattern for Daily Food Choices*** as references for this assignment. In the blanks provided below each menu, write the food groups and number of servings in each menu. Add improvements needed for each menu.

Menu #1 Breakfast

Apple juice
Whole wheat toast (2 slices)
Milk (1 cup)

Food groups and number of servings included in each group:

Recommended Improvements:

Menu #2 Breakfast

Orange juice
Sausage (2 slices)
Cereal with milk (3/4 cup dry cereal; 1/4 cup milk)
Sugar (2 teaspoons)

Food groups and number of servings included in each group:

Recommended Improvements:

Menu #3 Lunch

Hamburger (meat only)
French Fries (2 cups)
Soft drink (12 oz.)

Food groups and number of servings included in each group:

Recommended Improvements:

Menu #4 Noon Meal

Beef Taco (lettuce, ground beef, cheese)
Pinto beans (1/2 cup)
Soft drink (6 oz.)

Food groups and number of servings included in each group:

Recommended Improvements:

Nutritional Adequacy of Selected Menus, Cont'd.

Menu #5 Dinner

Broiled chicken (1 breast)
Baked potato (1 small)
Corn (1/2 cup)
Iced Tea

Food groups and number of servings included in each group:

Recommended Improvements:

Menu #6 Evening Meal

Roast beef
Mashed potatoes
Broccoli (1/2 cup)
Biscuits (2)
Chocolate pie

Food groups and number of servings included in each group:

Recommended Improvements:

Special Nutrition Requirements Across the Life Span

Life Span Period	Nutrition Requirements
Pregnancy (includes nursing mothers)	Approximately 300 additional calories are required each day for increased energy needs. Weight gain should average between 24 to 28 pounds during pregnancy. A well-balanced, nutritious diet is important because of the increased need for protein, vitamins, and minerals. The diet should include more milk products and more fruits and vegetables.
Infancy (Birth through 1 year)	Most of the infant's nutritional needs during the first year are met through human milk or infant formula. Formulas contain amounts of protein, vitamins, and minerals recommended by the American Academy of Pediatrics. Some formulas are iron-fortified. It is not recommended that solid foods be given to infants until four to six months of age.
Early Childhood (2 years through 5 years)	Childhood obesity and iron-deficiency anemia are the two nutritional problems most commonly diagnosed during childhood. Children should be fed nutritious foods at every meal. Breakfast is especially important, and nutritious snacks help meet the child's daily nutrient needs. Iron-fortified breakfast cereals and lean meat help supply daily iron requirements.
Middle Childhood (6 years through 11 years)	Children should be encouraged to eat a variety of nutritious foods at mealtime and snack time in order to meet their daily nutritional needs for growth and development. Children of this age can learn to choose healthy foods. Snack foods may need to be monitored at this time because consumption of sugary foods and empty calorie foods increases during this stage.
Adolescence (12 years through 19 years)	Rapid growth periods occur in girls between the ages of 10 and 13 years, and in boys between the ages of 12 and 15 years. Consumption of well-balanced, nutritional meals is important during these years. An increased need for calcium occurs due to rapid bone growth. Teens need to increase their intake of foods from the milk group. Poor food choices during adolescence lead to calcium deficiency, iron-deficiency anemia, and excessive intake of saturated fats, sugar, and empty calorie foods.
Young Adulthood (20 years through 39 years)	It is important for young adults to realize that the food choices, health practices, and lifestyle decisions made in the young adult years have significant effect on health and wellness in later life. Eating a well-balanced diet and exercising on a regular basis are good beginnings for young adults. Iron and calcium intakes are very important.
Middle Adulthood (40 years through 65 years)	Adults in this stage need to follow the guidelines for good health and disease prevention. These guidelines recommend that people should eat a variety of foods, maintain desirable weight, avoid too much fat, saturated fat, and cholesterol, increase intake of foods with sufficient starch and fiber, avoid eating too much sugar and sodium, exercise regularly, refrain from smoking and consuming alcohol, and try to limit undo stress.
Older Adulthood (over 65 years)	A healthy diet can help reduce some of the effects of aging. Poor nutritional health at this stage can affect the severity of disease, as well as affect mental function. Some guidelines for nutritional health for older adults include four to six small meals eaten frequently, sufficient intake of vitamins B_6, B_{12}, thiamin, C, D, E, and the minerals calcium, iron, and zinc is important. Regular exercise is needed to stimulate appetite and food intake. Significant weight loss can increase risk of death following illness or disease.

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TA 99a
TEKS 15C

A Better You Project Sheet

Directions: Use decision-making skills to improve dietary habits, exercise habits, and management of optimum weight. To start thinking about "a better you," check your wishes on the following list.

I wish . . .

_____ I would learn to eat breakfast.

_____ I would eat more meals with my family.

_____ I would learn to limit sugar, fat, and salt in my diet.

_____ I would select nutritious foods when I eat away from home.

_____ I would select nutritious snacks.

_____ I would eliminate or reduce the amount of soft drinks, tea, and coffee from my diet.

_____ I would not skip meals.

_____ I would eat a variety of foods.

_____ I would eat more vegetables, fruits, and grain products.

_____ I would avoid too much fat.

_____ I would maintain my desirable weight.

_____ I would exercise several times a week.

Identify your concerns:
My top three concerns are . . .

Set your goals:
I hope to accomplish the following:

A Better You Project Sheet, Cont'd.

Form a wellness plan:
Summarize your plan below:

Who:

What:

When:

Where:

How:

Act:

Complete your project

Follow up:

To further complete your project, answer the questions below:

1. What were the most successful parts of your project?

2. What would you change if you repeated the project?

Source: Reproducible Worksheet, *Future Homemakers of America, Inc.*

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TEKS 15D

EATING DISORDERS

Definitions

Anorexia Nervosa **is an eating disorder characterized by an obsessive and compelling desire to be thin.**

Bulimia nervosa **is characterized by binge eating and self-induced vomiting. A person with bulimia may use laxatives to rid his or her body of what is thought to be harmful.**

Binge eating **is an eating disorder that is characterized by the overindulgence of food without control or rational judgment about the amount being consumed.**

Damaging Effects of Bulimia Nervosa

- *Damage to the esophagus*
- *Abnormal heart rhythms which can lead to sudden death*
- *Injury to the kidneys*
- *Bladder and kidney infections, often causing kidney failure*
- *Lacerations or tears to the stomach, caused by excessive vomiting*
- *Deterioration of tooth enamel*
- *Malnutrition*

Causes of Eating Disorders

Most scientific evidence suggests that there is a connection between biological and psychosocial factors that cause anorexia nervosa.

Dieting appears to trigger a process that progresses to self-starvation. The personality of the person who develops anorexia is generally conscientious, achievement oriented, and a perfectionist.

Bulimia nervosa almost exclusively affects young women and appears to be increasing in prevalence. This disorder occurs primarily in societies which place a high value on slimness.

Bulimia patients often suffer from depression and are four to five times more likely to be chemically dependent.

Physical Symptoms of Anorexia Nervosa

- Deterioration of the body; especially muscle tissue
- Menstruation stops in females; impotency occurs in males
- Skin assumes dry, yellowish tint
- Low blood pressure
- Heart function inefficient due to the effect of starvation on hormones that regulate blood pressure
- Excessive hair growth on the body (possibly for warmth)
- Anemia & other signs of malnutrition
- Interrupted sleep patterns

Treatment for Eating Disorders

- *Medical personnel are involved in the diagnosis and treatment of the medical complications that arise from prolonged starvation.*
- *Psychiatric or psychological personnel are involved in treating the self-defeating behaviors that reinforce severe eating disorders.*
- *Dietitians are involved in providing nutrition counseling for the patient to help with weight gain and the return to normal eating patterns.*

POLLY AND THE PEDDLERS

Characters: Narrator
Polly Purebody — a lovely, sweet teenager
Vex Vendo — a handsome, dashing, dangerous vending machine
Fast Food Fats — a sloppy, slick, and sneaky fast food restaurant
Junk Food Jess — a pushy, pesky, pretentious convenience store

Narrator: Our play begins as Polly Purebody, a high school senior, steps out of her last class of the day. She is busy looking through her purse for something, as she walks by three salespersons who are trying to tempt her into buying food. She is aware that nutrition plays an important role in the prevention and treatment of certain diseases and health problems. She knows that her body's ability to resist disease is directly related to nutritional health. She is aware that ***nutrients*** found in food are essential for overall health and well-being. Although nutrients do not cure an illness as medicines do, she knows that a well-nourished body is better prepared to fight disease and keep itself healthy. She is very interested in ***preventive nutrition*** and sees it as the process of maintaining good health and well-being through good nutritional practices before illness occurs. Let's listen in as Polly Purebody begins her long walk home past those who would like to tempt her into eating foods that are less nutritious than other foods she might choose for an after school snack.

Polly: (humming sweetly to herself, looking in her purse for something as she walks past Vex Vendo.)

Vex: (talking in a low voice with a persuasive tone) Psst. Hey lady, come here. I think I have something you might want.

Polly: (looking a bit concerned and scared, yet with a brave voice) Nothing you have could possibly interest me.

Vex: Take a second look miss! Salted nuts, potato chips, corn chips . . .

Polly: I shall not look! I have made a vow that only healthful, nutritious foods shall pass these lovely rose-like lips.

Vex: (exasperated) Oh, please! Don't tell me that you never indulge in a little . . . "pleasure."

Polly: Dear sir, pleasure for me is being healthy and strong. You may not believe it, but if I ate foods containing high amounts of salt, I may end up with hypertension.

Vex: Hypertension. Hypertension is good, isn't it?

Polly: (surprised) Hardly! ***Hypertension***, or high blood pressure, means that the heart must work much harder to pump the blood. High blood pressure can be hereditary, a result of obesity or a result of too much salt in a diet. What you want me to eat contains high amounts of sodium. I care about myself and my body too much to eat foods that may eventually lead me to a heart attack or a stroke.

Vex: (looking past Polly) Hey, hey, beat it, you little *ray of sunshine*. I see a potential customer, and I know you are a lost cause. Beat it, I said! Get lost! Leave already!

Polly: (continuing on her way, passing Fast Food Fats, she continues to hum and look in her purse.)

POLLY AND THE PEDDLERS, CONT'D.

Fats: (with a very low, gruff voice) Look my way, lovely miss.

Polly: (jolted, looking around, eyes landing on Fats) Oh, it's you. What do you want?

Fats: (winking) Well, it's not what I want, sweet thing. It's what you want that causes me to speak with you.

Polly: (annoyed) I hardly know you; you've got a lot of nerve to call me *sweet thing*!

Fats: (apologetic) So sorry young lady. I meant no harm. It's just that I am so delighted to share with you some delectable foods you might choose for a snack this day.

Polly: (pessimistic) All right, let's see what you have. Apples? Fruit juice? Whole wheat toast?

Fats: (laughing out loud) Dear young lady, I hardly call that food. No . . . What I have in mind is far more interesting. How about some French fries or onion rings? Maybe a fried fish sandwich with extra sauce?

Polly: (determined, defensive, and loud) How dare you promote such artery clogging, high-fat, high-cholesterol foods! Don't you have any idea what a steady diet of such foods does to your circulatory system? An overabundance of cholesterol in the diet can contribute to atherosclerosis. It is estimated that more than half of the people who die in the United States each year die of cardiovascular disease. With cardiovascular disease, the blood supply to the heart or brain becomes closed or blocked and the next thing you know, you could be clutching your chest, and it won't be because your are saluting the flag! You could be having a heart attack, unless of course a stroke gets you first!

Fats: (looking around, trying to silence Polly, hoping no one else can hear her) Shhhhhh!!! Please!! Do you want to ruin all of my business?! Now you know that many people survive heart attacks, and not all of them are caused by fat in the diet.

Polly: (makes a statement as she begins to leave) Not all of them are caused by fat in the diet, that is true, but it is a contributing factor, so if you don't mind, I would like to be on my way. (begins to hum again, looking in her purse, while passing Junk Food Jess.)

Jess: (whiny and annoying) I heard what you said to the others. So of course you wouldn't want to see what I have . . . well . . . why don't you just take a look, come on, just take a look, look, look, look, look, look.

Polly: (stops, aggravated) All right already! What do you have?

Jess: (whimpering) Now you know what I have will not cause "atherio" whatever. What I have is wonderful. It will boost your energy level, give your teeth something to work on, and taste delicious all at the same time. Candy bars, jelly beans, bubble gum . . . what more could you want?

Polly: (provoked) My teeth at the age of thirty!

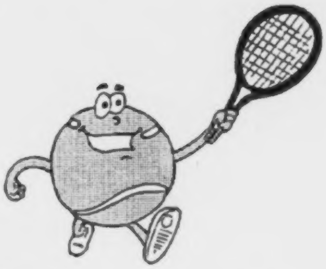
Jess: (giving up, and looking past Polly) Well, I can see I won't get anywhere with you . . . do you mind getting out of my way? I see someone coming.

Polly: (moving past Jess, continuing to look in her purse) At last, I found what I was looking for. (pantomiming peeling a banana, she begins to eat it.)

Food for Thought

▲ Our bodies need exercise, sleep, and a nutritionally balanced diet. The decision for good health or poor health is a decision which an individual must make throughout life.

Signs of Good Health:
Posture — body held erect when sitting, standing, or walking
Weight — normal body weight for height and body structure
Skin — clean and smooth with a fresh, natural color
Hair — shiny and clean
Eyes — clear and bright
Sleep — rests well
Attitude — positive outlook on life, alert
Behavior — can cope with daily stress, has realistic goals in life
Health — seldom ill, has energy



Signs of Poor Health:
Posture — body slumps when sitting, standing, or walking
Weight — underweight or overweight
Skin — flaky, poor color, does not heal easily
Hair — dull, dry, breaks easily
Eyes — dull, red, itching
Sleep — difficulty sleeping or excessive sleeping
Attitude — negative outlook on life, moody, depressed
Behavior — lack of incentive, no initiative to face everyday life
Health — becomes ill easily, lacks energy

▲ Recall the movie, "Gone With the Wind." The last event showed Scarlet O'Hara, as Rhett Butler left and Scarlet sat on the beautiful stair steps. She rested her head on the arm on the step above and stated in a tired, but self-assured voice, "Tomorrow is another day." Yes, she would solve her problems then.

Tomorrow is another day for each individual to evaluate and change lifestyle habits and strive to achieve better health!

TA 103
TEKS 15E

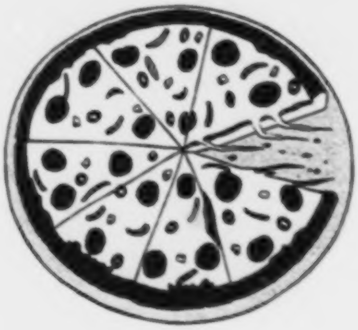
The Story of Mary and Jenny

◆ Mary and Jenny are sisters. Both are high school students. Jenny, age 18, is a senior, and Mary, age 16, is a sophomore. They are very active in school functions and community activities.

They need to make good grades in order to participate in band and basketball. They average approximately 4 to 5 hours of sleep a night; consequently, they do not get out of bed in time to eat a good breakfast.

Jenny was sick and missed 2 days of school last week. Mary is catching a cold. They each missed 5 days of school during the first six weeks, and now it is the beginning of the second six weeks of school

The sisters' food selections for a day:



Breakfast (on the run)
Orange juice — 1 1/2 cups

Lunch (at a pizza restaurant)
Pepperoni pizza — 2 slices
Cola drink — 1 with 2 refills

Supper (eaten at home)
Broiled chicken — 1 piece
Mashed potatoes — 1/2 cup
Buttered broccoli — 1/2 cup
1 teaspoon margarine
Iced tea

▲ Compare the sisters' food selections for a day with the food groups and number of servings recommended in the "Food Guide Pyramid." Decide how nutrition may have affected the students' attendance and grades in school. Draw conclusions as to why Mary and Jenny are sick. Write a summary of your conclusions, and add changes or improvements that need to be made in the sisters' diets. Justify your answers.

It's All About Breakfast!

- Breakfast is said to be the most important meal of the day because it replenishes glucose (the brain's main energy source). Blood glucose is required to sustain mental and physical activity throughout the day.

- Eating breakfast is associated with improved concentration, problem-solving ability, higher productivity, and increased strength and endurance.

- Research shows a direct correlation between morning hunger and learning.

- Breakfast contributes to the body's daily requirement for both nutrients and calories (energy).

- Breakfast eaters are more likely to meet daily nutrient requirements than breakfast skippers.

- It is recommended that breakfast foods contain carbohydrates, protein, and some fat to provide the body with a sustained energy level for several hours.

- Individuals who skip breakfast are not likely to make up the nutrients lost from skipped meals.

A Pattern for a Nutritious Breakfast

- **Fruit, fruit juice, or vegetable juice**
  These foods supply the body with vitamins, minerals, and carbohydrates.

- **Enriched or whole-grain breads and cereals**
  These foods supply the body with vitamins, minerals, complex carbohydrates, and some protein.

- **Milk, yogurt, or cheese**
  These foods supply the body with calcium, protein, vitamins A and D, and fat.

- **Meat or eggs (optional; most individuals eat adequate servings from this group at lunch and dinner.)**
  These foods supply the body with protein, minerals, and fat. However, many breakfast meat products contain large amounts of fat, cholesterol, and sodium.

TA 105
TEKS 15F

Name ______________________________ Date ________________

Breakfast Menus

Directions: Analyze the following menus using the Food Guide Pyramid and A Pattern for Daily Food Choices as resources. Write the food groups included in the blanks below each menu. Write any improvements needed in each menu.

Breakfast # 1
Baked Apple
Whole Wheat Toast - 1 slice
Milk- 2 cups

Food Groups included:

Improvement needed:

Breakfast # 2
Orange Juice - 1 cup
Bacon - 1 slice
Oatmeal with Milk - 3/4 cup; 1/4 cup milk
Butter and Sugar - 2 teaspoons each

Food Groups included:

Improvement needed:

Breakfast # 3
Grapefruit Half - 1
Breakfast Burrito - (1 scrambled egg with 1 oz. ground sauce, 1/2 cheddar cheese, picante sauce
Hot Chocolate - 1 cup

Food Groups included:

Improvement needed:

Today's School Breakfast Menu
(Fill in the breakfast menu from today's school menu.)

Food Groups included:

Improvement needed:

Plan three different breakfast menus that include the correct number of food groups. Each menu should contain different foods, for example, if eggs and bacon are used; they should be used only once.

Breakfast 1	*Breakfast 2*	*Breakfast 3*

TA 106
TEKS 15G

Availability of Nutritious Convenience Food Items

Directions: Survey fast foods and convenience foods available in snack vending machines at two locations (schools, office buildings, supermarkets, quick stop convenience stores, discount stores, etc.) List the vending machine selections and suggest more nutritious alternatives.

Vending Machine #1 Location: ____________________

Selections in Vending Machine	Nutritious Alternatives
1. _______________	1. _______________
2. _______________	2. _______________
3. _______________	3. _______________
4. _______________	4. _______________
5. _______________	5. _______________
6. _______________	6. _______________
7. _______________	7. _______________
8. _______________	8. _______________
9. _______________	9. _______________
10. _______________	10. _______________

Vending Machine #2 Location: ____________________

Selections in Vending Machine	Nutritious Alternatives
1. _______________	1. _______________
2. _______________	2. _______________
3. _______________	3. _______________
4. _______________	4. _______________
5. _______________	5. _______________
6. _______________	6. _______________
7. _______________	7. _______________
8. _______________	8. _______________
9. _______________	9. _______________
10. _______________	10. _______________

TA 107a
TEKS 15G

Outline for a Persuasive Letter

Writing Prompt (Topic statement or question):

Letter

Greeting ____________________ :

I. State your position on the issue: (Use should, must, or ought in this first sentence.)

____

____

____

Give some background about your topic: (minimum of two sentences)

____

____

____

II. Topic sentence (What general idea are you trying to propose?):

____

____

A. (Reason #1)

____

____

(elaborate with examples, statistics, or personal experiences)

1. ____
2. ____

TA 107b
TEKS 15G

Outline for a Persuasive Letter, Cont'd.

B. (Reason #2)

1.

2.

C. (Reason #3)

1.

2.

III. Conclusion: (Restate your position on this issue. Urge support for your position, and state a solution if possible.)

The New Food Label

Grocery store aisles are avenues to greater nutritional knowledge.

▲ Under regulations from the Food and Drug Administration of the Department of Health and Human Services and the Food Safety and Inspection Service of the U.S. Department of Agriculture, the food label offers more complete, useful, and accurate information than ever before.

With today's food labels, consumers get the following:

- nutrition information about almost every food in the grocery store
- distinctive, easy-to-read formats that enable consumers to more quickly find the information they need to make healthful food choices
- information on the amount per serving of saturated fat, cholesterol, dietary fiber, and other nutrients of major health concern
- nutrient reference values, expressed as % Daily Values, that help consumers see how a food fits into an overall daily diet
- uniform definitions for terms that describe a food's nutrient content, such as "light," "low-fat," and "high fiber" — to ensure that such terms mean the same for any product on which they appear
- claims about the relationship between a nutrient or food and a disease or health-related condition, such as calcium and osteoporosis, and fat and cancer. These are helpful for people who are concerned about eating foods that may help keep them healthier longer.
- standardized serving sizes that make nutritional comparisons of similar products easier
- declaration of total percentage of juice in juice drinks. This enables consumers to know exactly how much juice is in a product.

Under these rules, nutrition labeling is required for most foods. In addition, voluntary nutrition information is available for many raw foods: the 20 most frequently eaten raw fruits, vegetables, and fish, each under FDA's voluntary point-of-purchase nutrition information program, and the 45 bestselling cuts of meat, under USDA's program.

Some foods are exempt from nutrition labeling. These include the following:

- food served for immediate consumption, such as that served in hospital cafeterias and airplanes, and that sold by food service vendors (for example, mall cookie counters, sidewalk vendors, and vending machines)
- ready-to-eat food that is not for immediate consumption but is prepared primarily on site (for example, bakery, deli, and candy store items)
- food shipped in bulk, as long as it is not for sale in that form to consumers
- medical foods, such as those used to address the nutritional needs of patients with certain diseases
- plain coffee and tea, some spices, and other foods that contain no significant amounts of any nutrients

The New Food Label, Cont'd.

Under the label's "Nutrition Facts" panel, manufacturers are required to provide information on certain nutrients. The mandatory (underlined) and voluntary components and the order in which they must appear are as follows:

- total calories
- calories from fat
- calories from saturated fat
- total fat
- saturated fat
- polyunsaturated fat
- monounsaturated fat
- cholesterol
- sodium
- potassium
- total carbohydrate
- dietary fiber
- soluble fiber
- insoluble fiber
- sugars
- sugar alcohol (for example, the sugar substitutes xylitol, mannitol, and sorbitol)
- other carbohydrate (the difference between total carbohydrate and the sum of dietary fiber, sugars, and sugar alcohol if declared)
- protein
- vitamin A
- percent of vitamin A present as beta-carotene
- vitamin C
- calcium
- iron
- other essential vitamins and minerals

If a claim is made about any of the optional components, or if a food is fortified or enriched with any of them, nutrition information for these components becomes mandatory.

These mandatory and voluntary components are the only ones allowed on the Nutrition Facts panel. The listing of single amino acids, maltodextrin, calories from polyunsaturated fat, and calories from carbohydrates, for example, may not appear as part of the Nutrition Facts on the label.

The required nutrients were selected because they address today's health concerns. The order in which they must appear reflects the priority of current dietary recommendations.

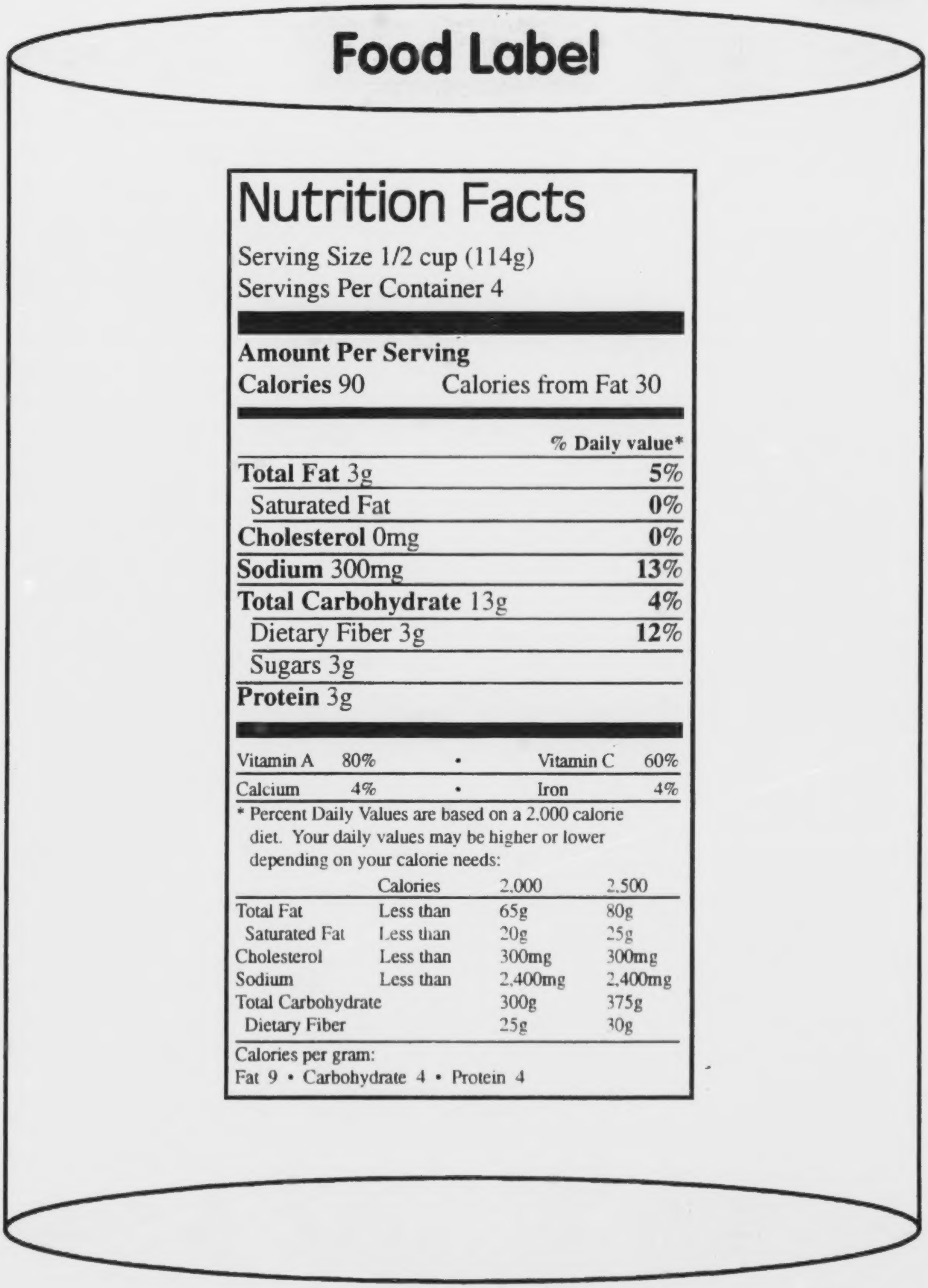
Source: U.S. Food and Drug Administration

Food Label Claims

Label Claim*	Definition
Calorie Free	Less than 5 calories
Low Calorie	40 calories or less
Light or Lite	1/3 fewer calories or 50% less fat; if more than half the calories are from fat, fat content must be reduced by 50% or more
Light in Sodium	50% less sodium
Fat Free	Less than 1/2 gram fat
Low Fat	3 grams or less fat**
Cholesterol Free	Less than 2 milligrams cholesterol and 2 grams or less saturated fat**
Low Cholesterol	20 milligrams or less cholesterol and 2 grams or less saturated fat**
Sodium Free	Less than 5 milligrams sodium**
Very Low Sodium	35 milligrams or less sodium**
Low Sodium	140 milligrams or less sodium**
High Fiber	5 grams or more fiber

* Per Reference Amount (standard serving size) (Some claims have higher nutrient levels for main dish products and meal products, such as frozen entrees and dinners.)

** Also per 50g for products with small serving size (Reference Amount is 30g or less or 2 tbsp or less.)



Food Label

Nutrition Facts

Serving Size 1/2 cup (114g)
Servings Per Container 4

Amount Per Serving

Calories 90 Calories from Fat 30

	% Daily value*
Total Fat 3g	**5%**
Saturated Fat	**0%**
Cholesterol 0mg	**0%**
Sodium 300mg	**13%**
Total Carbohydrate 13g	**4%**
Dietary Fiber 3g	**12%**
Sugars 3g	
Protein 3g	

Vitamin A 80% • Vitamin C 60%
Calcium 4% • Iron 4%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

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TA 111
TEKS 15H

Components of a Food Label

ORANGE
JUICE

Nutrition Facts Title
The title "Nutrition Facts" signals the nutrition information.

% Daily Value
% Daily Value shows how a food fits into a 2,000 calorie reference diet. Consumers can use % Daily Value to compare foods and see how the amount of a nutrient in a serving of food fits in a 2,000 calorie reference diet.

Serving Size
Similar food products have similar serving sizes to make it easier to compare foods. Serving sizes are based on amounts people typically eat.

Daily Values Footnote
Daily Values are the label reference numbers. These numbers are set by the government and are based on current nutrition recommendations. Some labels list the daily values for a daily diet of 2,000 and 2,500 calories. Your own nutrient needs may be less than or more than the Daily Values on the label.

Label Information
The nutrient list covers those most important to your health. Some of this information may have been on older labels, but it is now required.

Calories Per Gram Footnote
Some labels tell the approximate number of calories in a gram of fat, carbohydrate, and protein.

Vitamins and Minerals
Only two vitamins, A and C, and two minerals, calcium and iron, are required on the food label. A food company can voluntarily list other vitamins and minerals in the food.

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TA 112
TEKS 15H

Name ______________________________ Date ________________________

Informative Food Labels

Directions: Use the food label that you brought from home and other nutrition resources if needed to answer the following questions. Write your answers on notebook paper. Staple your food label, worksheet, and answers together before turning the assignment in to your teacher.

1. List the information on your label which is required by law.
2. List the information found on your label which is voluntary.
3. List the nutrients and the amounts or percents which you receive from the food.
4. Would you want to buy the product just by looking at the label? If you were on a special diet, would it give sufficient information?
5. Is there a statement or claim on the label that is misleading? If so, what is it?
6. What benefits to the consumer are the name and address of distributor, manufacturer, or packer on the label?
7. What can you, as a consumer, do to improve the quality of our food?
8. Write the additives listed on the label.
9. Define Standard of Identity as it applies to ingredient labeling. Give examples of foods to which this applies.
10. Describe additional label information which you think would be helpful to consumers.

TA 113
TEKS 16B

TABLE MANNERS AND ETIQUETTE ROLE PLAY

1. Three friends go to a fast food restaurant together where they must stand in line to buy their food and then get a table where they will sit and eat. One friend gets his food earlier than the other two and finds a table, sitting down to begin eating his food before his friends join him. When the other two are seated, one pulls out a newspaper, spreading it out on the table in front of her and crowding her two friends. The third forgot his ketchup for the french fries and reaches over to dip his fries in the ketchup one of the others received. When they finish, they get up to go, leaving their trays and packaging on the table.

2. Two couples go out together to one of the best restaurants in town. They are seated by the host and given menus. When the waitperson comes to take their orders, two of the four haven't decided what to eat, so they have the others order first. When it is their turn to order, one complains that he doesn't like anything on the menu and the other says she thinks everything is too expensive. After a long delay, they both order. Only two of the people are served salads, so they eat them while the others eat crackers and wait. One person has ordered lobster in the shell, so it will take her much longer than the others to finish her meal. When everyone finally finishes, the person who complained about the prices suggests that they don't tip very much because the prices are too high in this restaurant. As they leave, each of them takes a handful of mints.

3. A family is having an evening meal together. One parent is watching the evening news on television in one corner of the dining area, while the other is spoon-feeding an infant in a high chair and attempting also to eat. The ten-year-old son is eating at the table, complaining that he doesn't like the green beans or salad he has been served. About halfway through the meal, the teenage daughter joins the family, saying that she is starved. As she begins to eat, the ten-year-old teases his sister about something and they begin to argue.

FAMILY MEALTIME CASE STUDIES

Directions: Identify the problems that exist in each case study, and explain how the role of mealtime could be enhanced to better promote family strength and welfare of family members.

1. Mr. and Mrs. Anthony are the parents of three active sons, Dean (age fourteen), Jarod (age twelve), and Mitch (age eight). Mrs. Anthony is a full-time homemaker and her husband is the minister of a local church. Rev. Anthony is on call twenty-four hours a day. He tries to have one day off each week (usually Mondays). All three of the boys are active in soccer, Little League, and the church youth group which keeps both parents busy taking each to various events. Mrs. Anthony usually drives the kids to school and picks them up.

2. Carmen is a single working mother with two children, Delia who is fifteen years old and Jacob who is seven. Carmen works the 11p.m.-7a.m. shift at the local hospital as an emergency room nurse. Both of the kids come home after school unless Delia has band practice. Carmen is usually coming home from work just as Delia and Jacob are getting on the school bus to go to school.

3. Holly and Jeff are newlyweds who both attend college and work part-time. Jeff works from 7-11p.m. every night at the front desk of a local hotel. Holly works from 11a.m.-5p.m. on the weekends as a hostess at a local restaurant. Between school and work, there is not much time for the couple to spend time together.

4. Mrs. Ruiz is a widow who works part-time at a local gift shop. She is raising two of her grandchildren. Jason is ten and Molly is six years old. Mike, the children's father, is in the military and stationed in Korea. The children's mother is deceased. Mike tries to call his mother and children at least once a week. Mrs. Ruiz works while the children are at school.

5. Mr. and Mrs. Carr are an elderly couple in their early eighties. Mr. Carr prepares the majority of the meals while Mrs. Carr is recovering from a stroke. She is confined to a wheelchair and has limited use of her arms and legs. Mrs. Carr's mind is sharp but her speech is sometimes slurred. Mr. Carr is in good health and enjoys gardening and reading. Karen, the Carrs' daughter lives about a mile away with her husband, Nick.

TA 115a
TEKS 17B

Tips for Teachers: Nutrition and Food Laboratory Experiences in Personal and Family Development

1) The instruction which students receive in the Personal and Family Development course may be the only formal education they will ever have in nutrition and food science. Plan for essential learning experiences.

2) Instruction in nutrition should be a part of each experience planned for the nutrition and food component of the Personal and Family Development course. Laboratory experiences should be used to build nutrition concepts and food preparation and management skills. These experiences should be interspersed throughout the course. The teacher should avoid separation of instruction in nutrition from that of food preparation.

3) Priorities for necessary principles which must be taught should be set before laboratories are planned. Nutrition concepts should be an integral part of every laboratory experience.

4) Each laboratory experience should be evaluated in terms of the knowledge and skills which will be reached for each student who participates. For example, if four students are in a group and only one has the experience of kneading dough, then only one student will develop the skill of preparing dough properly. The other students missed the experience.

5) Integrate concepts which require short periods for development as multiple activities in the laboratory. For example, teach table manners along with food preparation and management.

6) Each member of a laboratory group should have some food preparation responsibility during each laboratory experience.

7) Demonstrate a food preparation technique before each laboratory experience. Remember, if students already know how to prepare a food, it should not be used as a laboratory experience. If students do not have the skill, a demonstration will better ensure their acquiring the skill. When giving a demonstration, provide each student with a copy of the instructions used.

Tips for Teachers: Nutrition and Food Laboratory Experiences in Personal and Family Development, Cont'd.

8) Food models are recommended for use in a variety of exhibits and learning experiences. These are available in cardboard models or in more expensive food facsimiles.

9) The teacher with a limited budget may include valuable experiences by practicing some of the following suggestions:
   a) Have students prepare exhibits using food models instead of preparing actual foods to show nutrition concepts.
   b) Use low cost foods when possible (e.g., cabbage slaw instead of tossed green salad, green beans instead of broccoli, meat patties instead of pork chops, plain cake instead of chocolate cake).
   c) Demonstrate food preparation skills instead of having laboratories.
   d) Have tasting events instead of food preparation laboratories.
   e) Limit the number of laboratory experiences to those needed for developing only the basic nutrition and food science concepts.

10) Planning prior to the beginning of the course is absolutely essential for effective use of resources.

11) The major learning from laboratory experiences may well be the experiences which follow the laboratory. For example, after an experience of preparing a meal of convenience foods, the teacher should follow with activities similar to the following:
   a) Show the contributions the foods make toward the daily nutritional needs of an average teenager.
   b) Make a chart showing differences in cost, time, and energy of the convenience foods as compared to conventional foods.
   c) Make recommendations for ways in which convenience foods may be included in a family's regular meal patterns.

12) Evaluations which follow laboratory experiences should be much broader than just checking for quality of product and efficiency in preparation.

TA 116
TEKS 17B

Laboratory Duties

Directions: Fill in the names of the individuals assigned to each position. Positions will rotate with each laboratory experience. Turn this sheet in with your completed plan of work.

Cook 1

Name: ____________________________

Job to be Done:

1. Get food for recipe.
2. Mix food.
3. Cook food.
4. Dispose of garbage.
5. Clean and check range.
6. Sweep floor.

Additional Duties:

Cook 2

Name: ____________________________

Job to be Done:

1. Get out equipment needed.
2. Measure ingredients.
3. Prepare pans, if needed.
4. Help cook, if needed.
5. Wash dishes.
6. Clean sink (scrub and dry).

Additional Duties:

Cook 3

Name: ____________________________

Job to be Done:

1. Get out linens.
2. Do preparation tasks.
3. Collect and stack dishes.
4. Dry dishes.
5. Return dirty linens.

Additional Duties:

Manager/Safety Sanitation Coordinator

Name: ____________________________

Job to be Done:

1. Get out tableware.
2. Help with preparation.
3. Set and clear table.
4. Clean counter and cabinets.
5. Put dishes away.

Additional Duties:

Laboratory Plan of Work

Date: ______________
Laboratory Experience: __________________________
Laboratory Group Number: ________________

Equipment Needed	Grocery Supplies Needed (List exact amounts)

Time Schedule

____
____
____
____
____
____
____
____
____

TA 118
TEKS 17B

Laboratory Assessment (to be completed by each student)

Standards for Food Product Evaluation

Score Standard (Determined by student)

_____ 1. ____

_____ 2. ____

_____ 3. ____

_____ 4. ____

▲ Evaluate your food product using the standards above. Include standards for flavor, color, shape, texture, and temperature. Use a rating scale from 3 to 1 with 3 as excellent and 1 as undesirable, placing the score in the left-hand column marked *Score.*

Rubric for Laboratory Experience

	3	2	1
_____	Demonstrated good organizational skills; gathered supplies and equipment at one time; used dovetailing to accomplish tasks efficiently	Demonstrated average organizational skills; several steps taken to gather supplies and equipment; used some dovetailing to accomplish tasks	Demonstrated below-average organizational skills; gathered supplies and equipment one at a time; did not use dovetailing techniques
_____	Followed all cooking principles related to designated product	Inconsistently followed cooking principles related to designated product	Did not follow cooking principles related to designated product
_____	Demonstrated proper measuring techniques at all times	Demonstrated proper measuring techniques but not consistently	Did not demonstrate proper measuring techniques
_____	Demonstrated proper knife/safety skills	Demonstrated proper knife/safety skills but not consistently	Did not demonstrate knowledge of proper knife/safety skills
_____	Equipment/supplies returned to proper location; lab area cleaned to teacher specifications	Returned some equipment/supplies to proper location; cleanliness of lab area needs improvement	Equipment and supplies not returned to proper location; lab area left unclean

Reflection

▲ On the back of this sheet, list three changes you could make in your lab procedure to improve the product.

Adapted from: *How do We Know They Know? Alternative Assessments in Home Economics* by Vicki Lowe and Lou Howell. (1994). Home Economics Education Association.

Food Safety

Food safety is a topic of interest and concern for professionals in the food industry as well as for consumers. Consumers need to be informed about food safety practices in the home. The Food and Drug Administration continually monitors the food supply to ensure its safety.

At least one million people in the United States suffer from food-borne illnesses each year. The hazards of food-borne illness can be avoided by sanitary food handling and effective food preparation techniques. To reduce the effects of contamination, the growth of microorganisms must be slowed by refrigeration or destroyed by heat. ***Microorganisms*** are tiny living cells that can be seen only with a microscope. Microorganisms are everywhere–in the body, in the soil, in the water, and in the air.

Microbiological hazards account for the most cases of food-borne illness. The four types of microorganisms that affect food are bacteria, viruses, yeasts, and molds. Food-borne illnesses caused by microbiological hazards are classified as either infections or intoxications. A ***food-borne infection*** is a disease caused by eating food containing harmful microorganisms. A ***food-borne intoxication*** is an illness caused by poisons or toxins in the food a person eats. The toxin may occur naturally in the food, as in certain mushrooms, or the food may be contaminated by toxins produced by certain microorganisms.

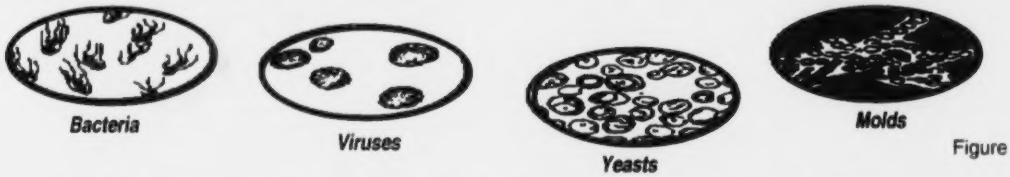


Figure 1

Bacteria are small, single-cell organisms that can live anywhere people can. They thrive in a warm, moist environment that is neutral or slightly acidic. Bacteria are more commonly involved in cases of food-borne illness than are viruses, yeasts, and molds. Common names of some food borne illnesses of bacterial origin and the illnesses they cause are listed below:

Bacteria	**Illness**
• Staphylococcus aureus	Staph
• Clostridium botulinum	Botulism
• Clostridium perfringens	Perfringens poisoning
• Salmonella	Salmonellosis
• Listeria monocytogenes	Listeriosis
• Escherichia coli (E. Coli)	E.Coli 0157:H7 poisoning

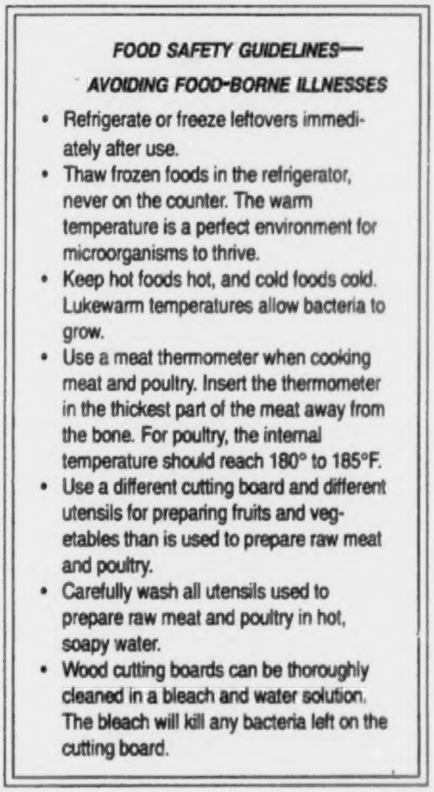
Viruses are the smallest and perhaps the simplest form of life known. They cause illnesses such as colds, influenza, and infectious hepatitis. Viruses do not increase in number while they are in the food. The food merely transports the viruses, which may then lodge themselves in the human host and produce abundantly.

TA 119b
TEKS 17B

Food Safety, Cont'd.

Yeasts are fungi that require sugar, proper temperature, and moisture for growth. Yeasts often consume these ingredients in food products and spoil the food in the process. Yeast organisms can be killed by heating to 136°F (56°C) for about fifteen minutes. Yeast spoilage can create a slime on fruit juices or pickle brine (the solution in which pickles are preserved) or a pink discoloration in cottage cheese. However, no evidence suggests that yeast-producing diseases in humans are transmitted by food or that yeasts occurring naturally in foods are harmful to humans.

Molds are furry-looking fungi that can grow on almost any food at almost any storage temperature, under almost any conditions–moist or dry, acidic or nonacidic, salty, or sweet. The color of mold is usually white but also can be blue-green, orange, black, gray, or even red. Soft food items, such as yogurt, sour cream, cheese slices, jams and jellies, tomatoes, and cucumbers with mold spots should be discarded. Figure 2 lists food safety guidelines that help people avoid food-borne illness.



FOOD SAFETY GUIDELINES—
AVOIDING FOOD-BORNE ILLNESSES

- Refrigerate or freeze leftovers immediately after use.
- Thaw frozen foods in the refrigerator, never on the counter. The warm temperature is a perfect environment for microorganisms to thrive.
- Keep hot foods hot, and cold foods cold. Lukewarm temperatures allow bacteria to grow.
- Use a meat thermometer when cooking meat and poultry. Insert the thermometer in the thickest part of the meat away from the bone. For poultry, the internal temperature should reach 180° to 185°F.
- Use a different cutting board and different utensils for preparing fruits and vegetables than is used to prepare raw meat and poultry.
- Carefully wash all utensils used to prepare raw meat and poultry in hot, soapy water.
- Wood cutting boards can be thoroughly cleaned in a bleach and water solution. The bleach will kill any bacteria left on the cutting board.

Figure 2

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Rules for Personal Hygiene and Sanitation in the Food Laboratory

1. Wash your hands thoroughly with soap and warm water. It is the number one rule in disease prevention. Dry your hands on paper towels.
2. Avoid touching your face, hair, skin, or unsanitary objects.
3. If your hands have open cuts or sores, wear plastic gloves or do not work with food preparation or food service tasks. Likewise, do not work in the kitchen if you are ill.
4. Repeat hand washing as often as necessary, but especially after coughing, sneezing, or using the toilet.
5. Hair should be clean, and long hair should be put up or tied back.
6. Clothing should be clean; avoid jackets, long, loose sleeves, or dangling jewelry.
7. Wear a clean apron during all food preparation and clean up tasks.
8. Use only clean towels and dishcloths in the food laboratory; obtain a clean supply at the beginning of the class period.
9. Wash and dry all tables and countertops at the beginning and ending of each laboratory experience.
10. When tasting food, use a clean spoon, not the stirring spoon. A clean spoon should be used every time the food is tasted and for every person tasting the food.

TA 121
TEKS 17B

Rules for Cleanliness in Food Preparation Areas

1. Keep the food preparation area clean.

2. Always use **clean** utensils, bowls, and other food preparation equipment.

3. Never use dish towels to wipe spills, the floor, or for anything other than drying dishes. Use paper towels for drying hands.

4. Wash and dry dishes properly using the following techniques:
    a. Scrape all garbage from dishes and place in proper containers.
    b. Rinse to remove small food particles and sauces.
    c. Stack dishes properly. Put all silverware together. Put like dishes together, such as dinner plates, saucers, bowls, etc.
    d. Fill sink with **hot** soapy water.
    e. Wash dishes in this order: glassware, silverware, dinnerware, pots and pans, skillets.
    f. Change dishwater if needed.
    g. Rinse dishes in **hot** water.
    h. Dry with a clean towel and put away.

5. Keep large appliances clean inside and out.

6. Floor should be kept clean by frequent mopping.

7. Promptly refrigerate leftovers in clean, covered containers.

8. Do not let food spoil in the refrigerator.

9. Wipe or wash lids, caps, and the outside of bottles and jars before putting back in the refrigerator.

10. Never taste food that might be spoiled. Throw it away.

11. Keep trash cans clean. Periodically wash with hot soapy water, rinse, and let air dry.

12. Use plastic or glass cutting boards instead of wooden ones to eliminate danger of bacterial contamination from one food product to another.

13. Do not use food if the can is bulging.

14. Never store food under the sink.

15. Occasionally clean behind the stove and refrigerator and wipe off cabinet shelves.

TA 122a
TEKS 17C

Standards of Measurement

Part A. Abbreviations

Directions: Most recipes use symbols and abbreviations for units of measurement. For each symbol or abbreviation given below, write out the word or words it stands for.

1. T or Tbsp
2. t or tsp
3. c
4. pt.
5. qt.
6. gal.
7. oz.
8. lb.
9. f.g.
10. L

Part B. Equivalents

Directions: In food preparation, it is important to apply the standards of measurement. Complete each of the following by placing the correct answer in the blank.

11. 1 T = ______________ tsp.
12. 1 cup = ____________ tablespoons
13. 1 cup = ____________ fluid ounces
14. 1 pound = __________ ounces
15. 1 gallon = __________ quarts
16. 1 quart = ___________ pints
17. 1 cup = ____________ teaspoons
18. 1 gallon = __________ cups
19. 1/2 tablespoon = ____ teaspoons
20. 1 quart = ___________ cups
21. 1/4 cup = ______________ fluid ounces
22. 2 tablespoons = _________ fluid ounces
23. 75 tsp. = _______________ T
24. 1 pt. = _________________ fluid oz.
25. 1/2 lb. = ________________ oz.
26. 12 fluid oz. _____________ cup(s)
27. 40 oz. = _______________ lb.
28. 2 qt. = _________________ T
29. 1/4 cup = _______________ T
30. 1 stick of margarine = ____ cup(s)

Directions: Double the following ingredients for a recipe using the space to the right of the ingredients.

31. 1 1/2 cups flour
32. 2 tsp. baking powder
33. 1 1/2 T sugar
34. 1 egg
35. 3/4 cup milk
36. 3 T oil

Directions: Match the following measurements in Column A with their equivalents in Column B. Write the correct equivalent in the space provided.

Column A		**Column B**
37. 1/4 cup =	_____T	4
38. 1 cup =	_____T	
39. 2 oz. =	_____T	12
40. 1 T =	_____tsp.	
41. 1/4 cup =	_____tsp.	3
42. 1/2 cup =	_____fl. oz.	
43. 1 1/2 pt. =	_____cup(s)	16
44. 1/3 cup =	_____tsp.	
45. 3/4 cup =	_____T	

TA 122b
TEKS 17C

Standards of Measurement
Answer Key

1. tablespoon
2. teaspoon
3. cup
4. pint
5. quart
6. gallon
7. ounce
8. pound
9. few grains
10. liter
11. 3
12. 16
13. 8
14. 16
15. 4
16. 2
17. 48
18. 16
19. 1 1/2
20. 4
21. 2
22. 1
23. 25
24. 16
25. 8
26. 1 1/2
27. 2 1/2
28. 4
29. 4
30. 1/2
31. 3 c
32. 4 tsp.
33. 3 T
34. 2 eggs
35. 1 1/2 c
36. 6 T
37. 4
38. 16
39. 4
40. 3
41. 12
42. 4
43. 3
44. 16
45. 12

Cost Effective Meal Management Practices

- Plan your meals, prepare a shopping list, and shop from the list.
- Buy fresh produce according to what you will use within 5-7 days.
- Take advantage of supermarket advertisements and special sales.
- Plan your meals around the supermarket specials, and buy fruits and vegetables in season when the price is lower.
- Use coupons only for items you would normally use. Check prices carefully as often other brands may be less expensive than the advertised brand with the coupon.
- If the supermarket offers specials on meat, it is wise to buy in quantity and freeze meat for the coming weeks.
- When buying in quantity, consider your budget and storage availability.
- Use meat extenders such as rice, pasta, potatoes, or bread.
- Compare quality of different brands. Often lower priced items may be of similar quality.
- Buy milk in the size best suited to your needs.
- Prepare reconstituted nonfat dry milk. When served very cold, the taste is better and will be much cheaper.
- Never shop for food when you are hungry.

TA 124
TEKS 17D

The Cost of a Good Meal

Directions: As a class, decide the cost of two fast food meals. Compare the cost with what you might pay for a meal in the school cafeteria.

Meal choices	Cost of each item	Total cost
Fast Food Meal #1		______________
Cheeseburger	______________	
Large French Fries	______________	
Milkshake	______________	
Box of cookies	______________	
Fast Food Meal #2		______________
Fish sandwich	______________	
Large onion rings	______________	
Large cola	______________	
Ice cream sundae	______________	
School cafeteria meal (Write the menu for today, including a serving of milk.)		______________
______________	______________	
______________	______________	
______________	______________	
______________	______________	
______________	______________	
______________	______________	

1. Compare the cost of the meals by dividing each of the lower priced meals by the cost of the higher priced meal. Make sure you represent your answer in percentage form by moving the decimal two spaces to the right. This will give you a cost comparison that describes the percentage of money you would spend on the lower priced meal in relation to the highest priced meal.

2. Rank the meals from lowest to highest, according to the price percentages. (The highest priced meal should be 100%.)

3. What might be some advantages of eating in the school cafeteria rather than eating in a fast food restaurant?

Bonus Questions:

Your friend is very concerned about health, but is unaware of the connection between eating nutritious food and staying well. Your friend often chooses fast food for lunch instead of food in the school cafeteria.

- What guidelines would you suggest if you wanted to help your friend meet the goal of healthful eating?
- What three guidelines concern you most about your own eating habits?
- Why?
- What are fast food restaurants doing to appeal to the health-conscious consumer?

Prevention of Accidents and Injuries

To Prevent Cuts

1. Use a cutting board when using a knife. Hold food and knife in such a way that you will not cut your finger if the knife slips.
2. When washing a knife, hold it so the blade is away from the hand that is holding the dish cloth or towel. Always hold onto the knife while it is in the dishwasher.
3. Do not store knives loose in a drawer. Use a special compartment, knife holder, or knife rack.
4. Never use a knife as a can opener.
5. When loading the dishwasher, do not point knife blades upward. It is better not to put sharp knives in the dishwasher.
6. Use a vegetable peeler instead of a knife for peeling vegetables such as carrots and potatoes. Push peeler away from you.
7. In case of broken glass, sweep up all the pieces immediately. Use a damp paper towel to pick up tiny pieces.
8. Keep your fingers away from the beaters in mixers and the blades in other small kitchen appliances.
9. When opening cans, cut the lid completely off.

To Prevent Burns

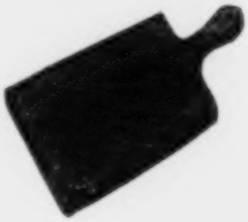
1. Point pot handles inward but not over another hot burner.
2. When removing a lid from a pan, tilt the lid so that the steam goes away from you.
3. Always use a dry potholder (never a dish towel) to pick up hot objects.
4. When turning meat in the frying pan, hold the lid in front of you as a shield against popping grease.
5. When deep fat frying, have grease at least 4 inches below the top of pan to prevent boil-over.
6. Tighten loose pot handles.
7. Do not fill a pan so full that it will boil over.
8. When removing a pan from the oven, pull the oven rack out. Do not reach into a hot oven.
9. Keep flammable materials away from the range and away from portable appliances that get hot. Use a metal trash can when disposing of hot or smoldering items.
10. When lighting gas burners with a match, strike the match first, then turn on the burner.
11. If you smell gas, turn off all range and oven controls and tell your teacher.
12. Use baking soda, not water, to put out a grease fire.
13. Keep a fire extinguisher handy at all times and know how to use it in case of an emergency.
14. Carefully remove lids and plastic wrap from microwave dishes to avoid burns from the steam.

To Prevent Falls

1. Use a stool or step ladder to reach something on a high shelf.
2. Immediately wipe up any liquids spilled on the floor.
3. Close cabinet doors and drawers after opening them.
4. Pick up objects that are dropped on the floor.

TA 126
TEKS 17E

BASIC KITCHEN UTENSILS



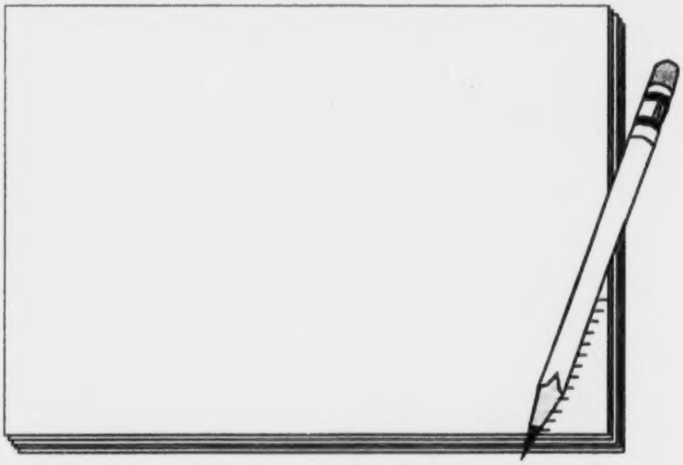
- graduated measuring cups for dry ingredients
- measuring cups for liquid ingredients
- graduated measuring spoon set
- two to three sizes of mixing bowls
- skillets or frying pans, at least one with a lid
- set of saucepans
- shallow roasting pan
- two layer-cake pans
- loaf pan
- one twelve-section muffin pan or two six section muffin pans
- cookie sheet/baking sheet
- one or two pie plates
- casserole dishes, preferably with lids
- vegetable peeler
- grater/shredder
- kitchen shears
- tongs
- long-handled fork, solid spoon, and slotted spoon
- set of sharp knives
- knife sharpener
- cutting board
- rolling pin
- pancake/hamburger turner
- metal spatula
- rubber spatula
- colander
- graduated sizes of refrigerator/freezer storage containers with lids

FOOD PREPARATION TERMS

Bake
Barbecue
Baste
Batter
Beat
Blanch
Blend
Boil
Braise
Bread
Broil
Brown
Chop
Coat
Combine
Cream
Cube
Cut
Cut in
Deep fry
Dice
Dilute
Dissolve
Dough
Dredge
Dust
Flake
Fold
Fry
Garnish
Glaze
Grate
Grease
Grill
Grind
Julienne
Knead
Marinate
Mince
Mix
Pan-broil
Pan-fry
Parboil
Pare
Peel
Pinch
Poach
Purée
Reconstitute
Rehydrate
Roast
Sauté
Scald
Sear
Simmer
Steam
Steep
Stew
Stir
Stir fry
Strain
Toast
Whip

"Jeopardy" Game Instructions

1. Use questions and answers written on 3x5 cards (answer on the front, question on the back) as subject matter for the "Jeopardy" game.
2. Divide 3x5 cards into three stacks. Assign cards in each stack 10 points, 20 points, and 30 points, respectively. Write the point value on the front of the card (along with the answer).
3. Form teams of 3-4 students, and give each team a colored "responder" card.
4. Have each team select a team captain and team scorekeeper.
5. The teacher reads aloud the answer from a card. The team captain who holds up the responder card first has the first opportunity to answer.
6. All team responses must be given in the form of a question. For example, you say, "providing their children proper nutrition." The correct student response would be something like, "What is a responsibility parents have related to the physical development of their children?"
7. If the first team to respond gives the correct answer, they receive the point value for that item. If they answer incorrectly, then the point value is subtracted from their score and another team is given the opportunity to answer.
8. The team captain must confer with the team members before responding with a question.
9. The team captains hold up the "responder" card when their team is ready to respond. Only the team captain can hold up the responder card.
10. The team scorekeeper is responsible for keeping the correct score for the team. The scorekeeper should be included in determining the correct responses.
11. The team with the highest score is the winner.



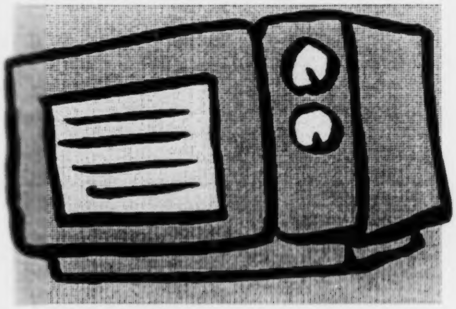
Preserving Nutrients in Food

- Avoid overcooking. Prolonged exposure to heat causes loss of some vitamins.
- Cover refrigerated foods with tight-fitting lids, foil, or plastic wrap.
- Cut fruits and vegetables in large pieces. Chop immediately before use to avoid unnecessary exposure to oxygen.
- Freeze or refrigerate leftovers immediately after use. Leaving foods exposed to room temperature increases nutrient loss, promotes an environment for bacteria to grow, and increases rate of spoilage.
- Include raw fruits and vegetables in menu planning and food preparation.
- Refrigerate most products to reduce nutrient loss.
- Rinse foods in cold water. Do not soak. This causes loss of valuable water-soluble nutrients.
- Thaw frozen foods in the refrigerator. More nutrients are retained at cooler temperatures and this also inhibits the growth of organisms that can cause food-borne illness.

TA 130
TEKS 17F

Microwave Cooking

- Microwave cooking uses electromagnetic energy to create heat. The heat spreads throughout the food.
- Foods cooked in the microwave retain more nutrients than food cooked by more conventional methods.
- Microwave cooking tends to reduce the loss of vitamins due to the fast, efficient method of heating.
- Leaching of water-soluble vitamins into the cooking water does not seem to occur with microwave cooking.
- Short cooking time and small amounts of water allow color and flavor of vegetables to be retained.
- Foods prepared in the microwave do not require the addition of any fat; therefore, dietary fat and calorie content are reduced.



TA 131
TEKS 17F

Pressure Saucepan Safety and Cooking Principles

Safety Principles

- Prepare food according to the directions.
- If cooking rack is used, always use 1/2 cup of water in the 4-quart cooker and one cup when using a 6-quart cooker.
- Study direction book to learn about the pressure regulator — when to start counting time.
- Observe the pressure saucepan while the pressure is building and until flame or electric element has been adjusted and the pressure stays constant.
- Do not fill more than two-thirds full.
- Study instruction book to see proper procedure for cooling.
- Never remove the pressure regulator until the pressure is down.
- Remove the pressure regulator before removing the cover.

Cooking Principles

More nutrients are saved by cooking in a pressure cooker than in many other types of saucepans. The reasons for the retention of nutrients are listed below.

- Only enough water is used to create steam for pressure.
- This usually amounts to only 1/2 cup, depending on the amount of food and the size of the cooker.
- Vegetables are placed on a rack out of contact with water; therefore, nutrients are not soaked out of the vegetables.
- There is no possibility for oxidation of certain vitamins since all air is exhausted from the cooker and food cooks in a pure steam atmosphere.
- The short cooking time protects vitamins from overexposure to heat.
- Flavor of the food is saved due to short cooking in an airless medium that inhibits the chemical activity of sulphur compounds which causes unpleasant odors and flavors in strong-flavored vegetables, such as cabbage, cauliflower, and turnips; a fresher, sweeter-flavored food results.
- Natural mineral salts are retained resulting in mild-flavored vegetables that taste sweeter without any sugar added.
- Speedy pressure cooking does not allow for color fading which results from chemical decomposition of unstable coloring pigments in vegetables.

Recipe for Swiss Steak

1/2 to 1 inch thick round steak
Flour, salt, and pepper
2 tbsp. vegetable oil
1 medium onion, diced
1 cup diced celery
1 medium green pepper, diced
1 cup of tomato soup or 1 - 303 can of canned tomatoes (2 cups)
1/4 cup water
1 tsp. cornstarch

Directions for preparing:

Cut meat into serving pieces. Season with salt and pepper and rolling flour. Heat cooker; add fat. Sear meat golden brown on both sides. Add onion, celery, pepper, tomato soup or canned tomatoes, and water. Close cover securely. Place pressure regulator on vent pipe and cook 15 minutes at 15 pounds. Let pressure drop of its own accord. If desired, thicken gravy with corn starch. Serves 5 to 6.

Hints:

- If time is limited, the meat does not have to be seared; just add meat and vegetables, thus omitting fat.
- If time is limited, the cooker may be cooled under the faucet; however, read the instruction book or observe a demonstration of this procedure

TA 132
TEKS 18B

Interview Record for Nutrition, Food Science, and Wellness Career Exploration

Directions: Interview a person with a career in the nutrition, food science, and wellness area to gather information about the rewards, demands, and future trends in these careers. You may use the telephone, E-mail, correspondence, or personal contact methods to secure the information. Record your findings below.

Name of person interviewed:

Job title:

Education or training required for the career field:

Skills required of employees in the career:

Physical requirements needed for this career:

Entrepreneurial opportunities in the career field:

Duties and responsibilities performed by employees in the career:

Rewards, such as duties, work schedules, and salary that add enjoyment to this career:

Job outlook for the future in careers related to nutrition, food science, and wellness:

Suggestions for courses to take in high school to help prepare a person for this career:

Using the Decision-Making Process to Choose a Course in Which to Enroll

Step 1:

Identify the Problem
Should I take Course A or Course B?

Step 2:

Identify Priorities and Goals

Priorities: Good teacher
Challenging materials

Goals: College preparation
Career preparation

Step 3:

Seek Alternatives
Locate information from the following sources:

- School catalog, handbook, or registrar's office
- Former students
- Teacher
- School counselor

The possible alternatives are as follows:

- Take Course A now
- Take Course B now
- Take Course A now and Course B later
- Take Course B now and Course A later

Step 4:

Compare Alternatives
Note whether each factor is an advantage or a disadvantage for you personally. For example:

	Course A	Course B
1. Class Time	Okay	Okay
2. Teacher	Excellent	Very good
3. Homework	A lot	Moderate amount
4. Course content	Interesting	Interesting
5. Helpful to goal	Definitely	Probably
6. Grading	Hard	Average

Factors 1 and 4 are equal, so they may be put aside. Factor 2 may also be put aside since both teachers are more than acceptable. The decision therefore rests on factors 3, 5, and 6. These factors must be compared in respect to current circumstances and future needs.

Step 5:

Make a Decision
Based on the preceding analysis, one can decide to take Course A now, Course B now, Course A now and Course B later, or Course B now and Course A later.

Step 6:

Accept Responsibility for the Decision and Evaluate It
After taking the course of choice, evaluate whether the decision helped reach the goals set, and accept the consequences regardless if they are positive or negative.

TA 134
TEKS 19C

Interview Questions on Decision Influences

1. Describe the person(s) interviewed (e.g., stage of life cycle, approximate age, gender, number of children).

2. How would you describe your environment (e.g., description of your family, religion, community, career)?

3. What are your needs at this stage of the life cycle?

4. What are your wants?

5. What are the main expenses you face?

6. What are your long-term goals?

7. What are your short-term goals?

8. What are your human resources, such as time, energy, skills, knowledge, and abilities?

9. What kinds of activities do you like to do in your leisure time?

10. How would you describe the process by which you make important decisions?

Personal Considerations Involved in Decision Making

Directions: After your group has completed the role play, answer the following questions in regard to the decision that your group made.

- What risks or elements of uncertainty are involved?
- What may be the outcome of the decision reached?
- To what degree was the decision rational? emotional? based on habit or past experience?
- To what extent was examination of alternatives necessary? Why?
- What factors were most influential in the final decision?
- How long might an individual be obligated because of the decision reached?
- How can different decisions obligate an individual for different lengths of time?
- In what ways is the decision flexible?
- How did classification of personal priorities influence the choice of goals?
- When more than one person is involved in a decision, what complexities arise?

TA 136
TEKS 20A

The Management Process

Planning

Involves assessing the situation, determining what resources are available, and deciding on one's priorities.

Organizing

Involves developing a schedule, getting one's resources together, and preparing to take action.

Implementing

Put the plan into action and monitor it.

Evaluating

Involves evaluating the project, once it has been done. Assess the successes and the failures.

TA 137
TEKS 20A

Tips for Effective Management

12
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- ✔ Plan carefully
- ✔ Make a list(s)
- ✔ Listen
- ✔ Be flexible
- ✔ Prioritize
- ✔ Make a schedule
- ✔ Organize
- ✔ Maximize your source of energy by following healthy living habits
- ✔ Avoid time and energy wasters
- ✔ Avoid procrastination
- ✔ Utilize management tools, such as personal computer and calendar
- ✔ Live a balanced life

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TA 138
TEKS 20A

Daily Diary

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00	7:00	7:00	7:00	7:00	7:00	7:00
7:30	7:30	7:30	7:30	7:30	7:30	7:30
8:00	8:00	8:00	8:00	8:00	8:00	8:00
8:30	8:30	8:30	8:30	8:30	8:30	8:30
9:00	9:00	9:00	9:00	9:00	9:00	9:00
9:30	9:30	9:30	9:30	9:30	9:30	9:30
10:00	10:00	10:00	10:00	10:00	10:00	10:00
10:30	10:30	10:30	10:30	10:30	10:30	10:30
11:00	11:00	11:00	11:00	11:00	11:00	11:00
11:30	11:30	11:30	11:30	11:30	11:30	11:30
12:00	12:00	12:00	12:00	12:00	12:00	12:00
12:30	12:30	12:30	12:30	12:30	12:30	12:30
1:00	1:00	1:00	1:00	1:00	1:00	1:00
1:30	1:30	1:30	1:30	1:30	1:30	1:30
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3:00	3:00	3:00	3:00	3:00	3:00	3:00
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4:00	4:00	4:00	4:00	4:00	4:00	4:00
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11:30	11:30	11:30	11:30	11:30	11:30	11:30
12:00	12:00	12:00	12:00	12:00	12:00	12:00
12:30	12:30	12:30	12:30	12:30	12:30	12:30

BEST COPY AVAILABLE

Weekly Time Management Plan

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Need To Do Today:	Need To Do Today:	Need To Do Today:	Need To Do Today:	Need To Do Today:	Need To Do Today:	Need To Do Today:
Goals for Today:	Goals for Today:	Goals for Today:	Goals for Today:	Goals for Today:	Goals for Today:	Goals for Today:
Time Schedule	Time Schedule	Time Schedule	Time Schedule	Time Schedule	Time Schedule	Time Schedule

TA 139a
TEKS 20B

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Weekly Time Management Plan

Week of ________ to _________.

Most Important Activities	Dates/Deadlines
Least Important Activities	Dates/Deadlines
Goals for the Week	

TA 139b
TEKS 20B

Effective Management — Case Studies

1. Tai came in from baseball practice totally exhausted. His mom had left him dinner warming in the oven, but he was just too tired to even eat. Tomorrow, he has a test in Biology and a book report due in English. He did manage to at least finish reading the book over the weekend. Tai is always wondering why he puts things off until the last minute. He has a research paper due in World History on Friday and he has not even started. Next week, he thinks he has a test in English and another project due in Biology. Tai's mother and dad have been pushing him to try to work more hours at their hardware store. He certainly could use the extra money. It was really hard making the last two car payments.

2. Marta is a senior about to graduate from high school. The last two years have been especially hard since she has worked about twenty hours a week as a hostess at a local restaurant. Marta really wants to go to college, and she knows that her parents will have a difficult time trying to help her with tuition. She can live at home the first couple of years and maybe, in time, she can share an apartment with a friend. This semester is really hectic and has required much more study time. The English research paper, an independent study project in Home Economics Education, UIL One-act Play competition, and the Junior-Senior Prom (she is on the planning committee) all occur in one month. Right now, it seems impossible to do it all.

3. Paul is also a senior in high school and he is barely passing. Paul never studies; he goes to class and does just what he needs to do to get by. He never has liked school very much. He would rather hang out with his friends at the bowling alley or listen to CDs all night. The counselor's office just notified Paul that if he does not bring up his grades in a couple of subjects he may not graduate. At first, Paul was angry at the school. His parents really came down hard on him to study and to stay at home on weeknights. Paul wants to graduate, and now he is regretting not spending more time on his studies. He hopes it is not too late to make some changes.

4. Dee lives with her mother and two younger sisters, ages nine and eleven. Her dad died earlier in the school year after a long illness. Dee's mom recently went back to work full time. Dee is a high school junior and has been active in many organizations and sports activities until her father's death. She still is active in student council and in FHA/HERO, but she gave up playing basketball and volleyball. Her mom needed her to be at home with the younger sisters until she got off work. Dee really does not mind; she misses sports, but she knows that her family needs her at this difficult time. Dee has a part-time job on Saturdays and fills in during holidays at a local dry cleaning business. The one thing that Dee really misses is reading. There is never enough time anymore to read just for fun.

TA 141
TEKS 20C

Write All About It!

▲ The newspaper should have the following parts to be considered complete:

○ a title

○ a table of contents

○ information about time and energy management

○ information about coping with stress

○ information about financial management

○ information about nutrition, exercise, and fitness

○ cartoons and ads can be included, but they must be tied to "personal management practices that add to quality of life."

○ must be a minimum of six pages

Kinds of Resources

Human —
Human resources are a person's own resources, such as time, energy, knowledge, skills, and abilities. They may also include other people, such as family and friends.

Material—
A material resource is an object that a person can use to provide or make other things, such as money or tangible items.

Community —
Community resources are people or facilities in the community that help an individual to enjoy life, improve knowledge and skills, or achieve goals.

Natural —
Natural resources can be anything found in nature that people can use, such as air, water, plants, animals, and minerals.

TA 143
TEKS 21A

Inventory of Resources

Directions: List human resources, material resources, community resources, and natural resources. *The purpose of this inventory is for individuals to identify resources that will help* meet personal, work, and family goals.

What are your human resources?

Skills:

Accomplishments:

Sports:

Imagination:

Family:

Teachers:

Work experience:

Knowledge:

Honors:

Hobbies or interests:

Energy:

Friends:

Counselors:

Physical condition:

What are your material resources?

Possessions:

Money:

What are your community resources?

School:

House of worship:

Businesses:

Business leaders:

Parks:

Library:

Doctors, Dentists:

Museums:

Government agencies:

Theaters:

What are your natural resources?

Water supply:

Rivers and lakes:

Animals:

Land and soil:

Plants and trees:

Air and soil:

Summary:
Select five of your resources and write an opinion paper suggesting steps you could take to manage each resource more effectively.

TA 144
TEKS 21B

Sources of Income

Earned Income

(Income from a fixed amount of money calculated on a weekly, monthly, or yearly rate called salary; income from farming, ranching, or owning a business; a fixed price for a job; or income paid at an hourly rate called wages)

Savings and Investment Income

(Income from money used to make money through stocks, bonds, real estate, or interest earned, money in a bank, retirement programs, IRA accounts, etc.)

Assisted Income

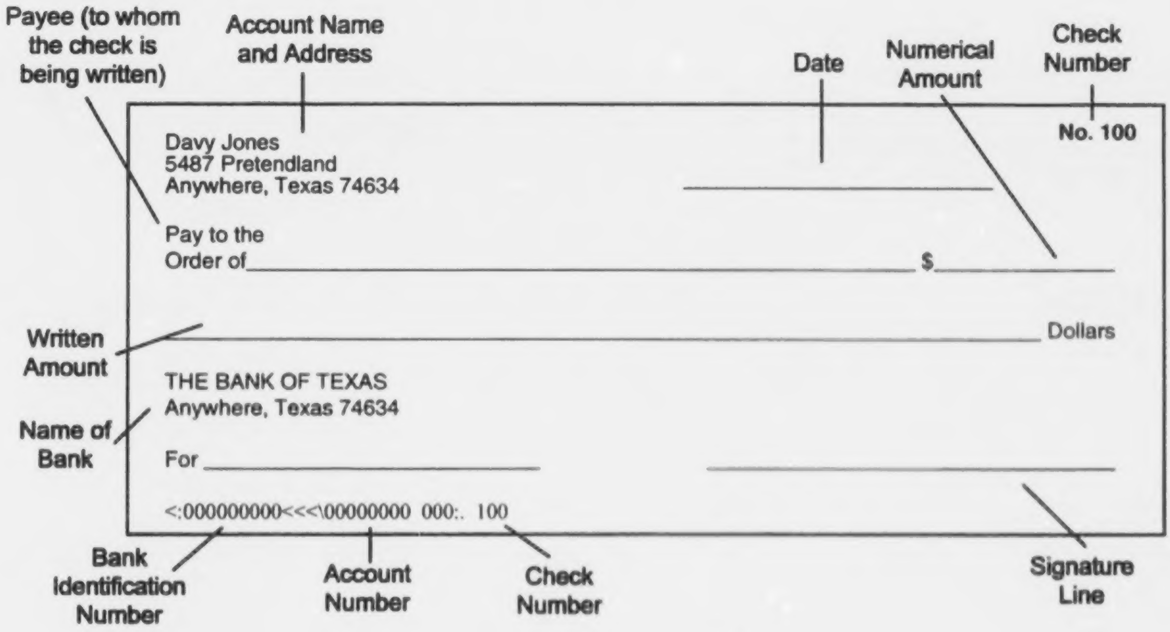
(Income from Social Services or Human Services agencies; Social Security insurance provides income for retired workers, disabled workers, their spouses, and dependent children; unemployment benefits; or disability payments)

TA 145a
TEKS 21C

Personal Checking

Writing a Check

- Date the check the day it is written. Do not date checks in advance. Never use a pencil or erasable ink to write a check. Blue or black ink is preferred.
- Write the name of the person or business to whom payment is to be made.
- Write the amount of the check in figures in the space next to the dollar sign.
- Write the amount of the check in words. Make sure that the written amount is the same as the amount written in figures. If any space remains after the amount is written in words, draw a line to the word *Dollars* at the end of the line.
- Sign your name exactly as you signed it on the checking account signature card. Never sign a blank or partially completed check, and never make corrections on a check. If a mistake is made, it is best to write a new check. Tear up and throw away the incorrect check.


Payee (to whom the check is being written)
Account Name and Address
Date
Numerical Amount
Check Number
No. 100
Davy Jones
5487 Pretendland
Anywhere, Texas 74634
Pay to the Order of
$
Dollars
Written Amount
THE BANK OF TEXAS
Anywhere, Texas 74634
Name of Bank
For
<:000000000<<<\00000000 000:. 100
Bank Identification Number
Account Number
Check Number
Signature Line

Endorsing a Check

- Sign your name on the blank in the space marked "Endorse Here."
- Endorse the check only when you are ready to deposit it or cash it.
- Sign your name as it appears on the front of the check.
- If your name is misspelled or does not match your signature card, it is a good idea to sign as it appears on the check, then sign again to match the signature card.
- If depositing a check, write "For Deposit Only" and your signature if the check is to be mailed or the full amount deposited. You would not use "For Deposit Only" if you were depositing in person and expecting some cash withheld from the amount being deposited.

MAKING A DEPOSIT

- Write in the date.
- Write in the correct name, address, and account number if this information is not already printed on the deposit slip or ticket.
- Enter the amount of money to be deposited. The amount of cash should be written beside the word *Currency* and the amount of coins beside the word *Coins*. Write the amount of the checks being deposited beside the word *Checks*. List each check separately including the name of the person or institution who issued the check.
- If any cash is needed, enter the amount of the cash beside the words *Less Cash Received.*
- If receiving cash, sign the deposit ticket on the designated line. A form of identification may be required to receive cash from a check deposit.
- Subtract the amount of cash received from the amount of the deposit.
- Enter the final amount of the deposit on the bottom.

DAVY JONES
5487 Pretendland
ANYWHERE, TEXAS 74634

DATE ______________________

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE TERMS AND CONDITIONS OF THIS FINANCIAL INSTITUTIONS ACCOUNT AGREEMENT DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

____
SIGN HERE ONLY IF CASH RECEIVED FROM DEPOSIT

THE BANK OF
TEXAS
Anywhere, Texas

:000000000: 000000

CURRENCY			
COINS			
CHECKS	LIST CHECKS SINGLY		
TOTAL FROM OTHER SIDE			
SUBTOTAL			
TOTAL ITEMS	LESS CASH RECEIVED		

DEPOSIT TICKET

PLEASE
ITEMIZE
ADDITIONAL
CHECKS ON
REVERSE
SIDE

Personal Checking Account Exercise

Directions: In this exercise, you will use the blank checks and forms provided.

▲ You opened a personal checking account on September 1. You will be charged a $9.00 service charge each month.

Part A: For each transaction described below, either write a check or deposit slip using samples provided by your teacher. Record all transactions in the sample check register.

1. On September 1, you opened your account with a $500.00 deposit received as money earned for a summer job.
2. On September 4, you wrote a check to ABC Service Station for $24.00 for an oil change.
3. On September 11, you received a check for $87.00 from your part-time job. You deposited $60.00 and received the remaining $27.00 in cash.
4. On September 12, you wrote a check for $29.40 to Holland Music for two CDs.
5. On September 15, you wrote a check for $91.60 to XYZ Insurance for your car insurance.
6. On September 18, you wrote a check to Just The Right Fit for a clothing purchase of $77.95.
7. On September 27, you received a check for $81.00 from your part-time job. You deposited $60.00 and received the remaining $21.00 in cash.
8. On September 28, you used your ATM card to withdraw $25.00 cash. Each ATM withdrawal costs you $1.00.

Part B: Balance your checkbook using the checks and deposits entered from the previous exercise. Make sure you have recorded all transactions, including the service charge.

TA 148a
TEKS 21C

No. 100

Davy Jones
5487 Pretendland
Anywhere, Texas 74634
____

Pay to the
Order of ______________________________ $ __________

______________________________ Dollars

THE BANK OF TEXAS
Anywhere, Texas 74634

For ______________________ ______________________

<:000000000<<<\00000000 000:. 100

No. 101

Davy Jones
5487 Pretendland
Anywhere, Texas 74634
____

Pay to the
Order of ______________________________ $ __________

______________________________ Dollars

THE BANK OF TEXAS
Anywhere, Texas 74634

For ______________________ ______________________

<:000000000<<<\00000000 000:. 101

No. 102

Davy Jones
5487 Pretendland
Anywhere, Texas 74634
____

Pay to the
Order of ______________________________ $ __________

______________________________ Dollars

THE BANK OF TEXAS
Anywhere, Texas 74634

For ______________________ ______________________

<:000000000<<<\00000000 000:. 102

No. 103

Davy Jones
5487 Pretendland
Anywhere, Texas 74634
____

Pay to the
Order of ______________________________ $ __________

______________________________ Dollars

THE BANK OF TEXAS
Anywhere, Texas 74634

For ______________________ ______________________

<:000000000<<<\00000000 000:. 103

Check Writing Tools

TA 148b
TEKS 21C

ENDORSE HERE
X

Do not write, stamp, or sign below this line
Reserved for Financial Institution Use

ENDORSE HERE
X

Do not write, stamp, or sign below this line
Reserved for Financial Institution Use

ENDORSE HERE
X

Do not write, stamp, or sign below this line
Reserved for Financial Institution Use

ENDORSE HERE
X

Do not write, stamp, or sign below this line
Reserved for Financial Institution Use

TA 148c
TEKS 21C

Deposit Slips

DAVY JONES
5487 Pretendland
ANYWHERE, TEXAS 74634

DATE ____________________

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE TERMS AND CONDITIONS OF THIS FINANCIAL INSTITUTIONS ACCOUNT AGREEMENT DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

____
SIGN HERE ONLY IF CASH RECEIVED FROM DEPOSIT

**THE BANK OF
TEXAS
Anywhere, Texas**

:000000000: 000000

CURRENCY			
COINS			
CHECKS	LIST CHECKS SINGLY		
TOTAL FROM OTHER SIDE			
SUBTOTAL			
TOTAL ITEMS	LESS CASH RECEIVED		

**DEPOSIT
TICKET**

PLEASE
ITEMIZE
ADDITIONAL
CHECKS ON
REVERSE
SIDE

DAVY JONES
5487 Pretendland
ANYWHERE, TEXAS 74634

DATE ____________________

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE TERMS AND CONDITIONS OF THIS FINANCIAL INSTITUTIONS ACCOUNT AGREEMENT DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

____
SIGN HERE ONLY IF CASH RECEIVED FROM DEPOSIT

**THE BANK OF
TEXAS
Anywhere, Texas**

:000000000: 000000

CURRENCY			
COINS			
CHECKS	LIST CHECKS SINGLY		
TOTAL FROM OTHER SIDE			
SUBTOTAL			
TOTAL ITEMS	LESS CASH RECEIVED		

**DEPOSIT
TICKET**

PLEASE
ITEMIZE
ADDITIONAL
CHECKS ON
REVERSE
SIDE

DAVY JONES
5487 Pretendland
ANYWHERE, TEXAS 74634

DATE ____________________

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE TERMS AND CONDITIONS OF THIS FINANCIAL INSTITUTIONS ACCOUNT AGREEMENT DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

____
SIGN HERE ONLY IF CASH RECEIVED FROM DEPOSIT

**THE BANK OF
TEXAS
Anywhere, Texas**

:000000000: 000000

CURRENCY			
COINS			
CHECKS	LIST CHECKS SINGLY		
TOTAL FROM OTHER SIDE			
SUBTOTAL			
TOTAL ITEMS	LESS CASH RECEIVED		

**DEPOSIT
TICKET**

PLEASE
ITEMIZE
ADDITIONAL
CHECKS ON
REVERSE
SIDE

TA 148d
TEKS 21C

Check Register

Check No.	Date	Check Issued To	Amount of Check		√	Date Dep.	Amount of Deposit		Balance

TA 149a
TEKS 21C

Sample Bank Statement

Statement Date
9/30/00

Account Number
000000

Balance Last Statement	Deposits & Credits		Checks & Debits		Service Charge	Balance This Statement
	No.	Total Amount	No.	Total Amount		
0.00	3	620.00	7	258.45	9.00	361.55

DEPOSITS AND OTHER CREDITS

Date	Amount	Transaction Description
9/1/00	500.00	Deposit
9/11/00	60.00	Deposit
9/27/00	60.00	Deposit

CHECKS AND OTHER DEBITS

Date	Check No.	Amount	
9/4/00	101	24.50	
9/12/00	102	29.40	
9/15/00	103	91.60	
9/18/00	104	77.95	
9/28/00		25.00	ATM WITHDRAWAL
		1.00	ATM CHARGE
		9.00	SERVICE CHARGE

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Sample Bank Statement, Cont'd.

The back of your checking account statement will most likely have a form something like this example to help you reconcile your account. Just follow the directions:

MONTH ________________________________

CHECKS AND OTHER CHARGES OUTSTANDING

CHECK NUMBER	AMOUNT
TOTAL	

← List any checks you've written that were not included on the bank statement.

← Total these checks here.

BANK BALANCE SHOWN ON THIS STATEMENT: $____________________

ADD

DEPOSITS NOT CREDITED IN THIS STATEMENT $____________________

TOTAL: $____________________

SUBTRACT

CHECKS AND OTHER CHARGES OUTSTANDING: $____________________

BALANCE: $____________________

BALANCE SHOULD AGREE WITH CHECKBOOK BALANCE AFTER DEDUCTING SERVICE CHARGE (IF ANY) SHOWN ON THIS STATEMENT.

TA 150
TEKS 21C

Credit/Savings and Investments Presentation

The following components need to be addressed for the Credit Presentation:

- types and sources of consumer credit
- advantages of using credit
- disadvantages of using credit
- cost of credit
- how to establish credit
- maintaining good credit
- credit cards (types and uses)
- managing credit
- credit problems
- consumer credit legislation

The following components need to be addressed for the Savings and Investment Presentation:

- purpose of savings and investments
- types of savings accounts
- terminology (e.g., passbook, certificates of deposit, Individual Retirement Account, Keogh)
- types of investments
  - — stocks
  - — bonds
  - — mutual funds
  - — money market
  - — real estate

Each multimedia presentation should take about 45-60 minutes. Each group should provide handouts for all class members.

It is Up to You!

You control your financial destiny.

TA 152
TEKS 21D

Steps to Successful Money Management

- Determine your goals.
- Calculate your living expenses.
- Estimate your income.
- Balance your income with your expenses.
- Develop a spending plan (budget).
- Adjust your plan to changes.

$
4
7
$
2
3
9
8
0
6
5
1
$

Guidelines for Developing a Budget

◆ A budget is a plan for spending and saving. It requires an individual to estimate available income for a particular period of time and decide how to allocate this income toward expenses. A working budget can help an individual carry out a financial management plan. A well-planned budget can help an individual:

- Prevent impulse spending
- Decide what he or she can or cannot afford
- Know where money is spent
- Increase savings
- Help to protect against financial consequences of unforeseen changes in circumstances (e.g., unemployment, sickness)

A working budget does not need to be complicated or rigid. In fact, a good budget is flexible, easy to use, and most importantly, works for the individual or family using the budget.

Preparing a budget does take careful planning, and following one does require willpower. Steps in preparing a budget include estimating income, calculating living expenses, balancing income with expenses, carrying out the budget, and evaluating the budget.

Estimating Income
Estimating income is not difficult, since the greatest part of income usually comes from salaries or wages that are rather predictable. Income is usually estimated on a monthly basis.

Calculating Living Expenses
Living expenses can be classified as fixed, flexible, or periodic. Fixed expenses are budget items that an individual pays a specific amount of money for every month for a specified period of time. Some examples of fixed expenses are rent or mortgage, car loans, and installment credit payments. Flexible expenses vary from month to month and can be controlled and managed to some extent. They are generally more difficult to predict than fixed expenses. Examples of flexible expenses include food, clothing, gas, telephone, and personal care. Periodic expenses, such as insurance, automobile licenses, and gifts occur one or more times a year. The key to managing periodic expenses is to divide the year total by 12 and set aside that amount every month. When the expense occurs, the money is there.

It is important to keep canceled checks, receipts, bills, and bankbooks to serve as reminders in helping to estimate realistic amounts for each category of expenses. Be sure to include all expenses as accurately as possible. Remember, small expenses add up and can be important in developing a workable spending plan.

TA 153b
TEKS 21D

Guidelines for Developing a Budget, Cont'd.

Balance Income with Expenses

Once an individual has a clear picture of expenses and income, he or she can begin to allocate money. This involves comparing income and expenses (on a monthly and yearly basis) and reaching a balance that is realistic and workable. When income is irregular, an individual must be careful in allocating money. A person may want to set aside enough extra money in the months when the income is higher to cover the months when the income is reduced. When the budget is not in balance, then there is often trouble.

Carrying Out the Budget

Once a balance has been established between estimated income and expenses, the next step is to develop a spending plan and carry it out. A spending plan may cover any convenient budget period. Most plans are for 12 months and coincide with the calendar year.

A record-keeping system helps keep track of how money is being spent. Numerous software programs are also available for people to maintain financial records on a personal computer.

Evaluating the Budget

It is important to critically look at spending. Until records are studied, an individual may be unaware of overspending and poor consumer habits.

It is important to be realistic in revising allowances for expenses. A spending plan is something an individual keeps working and reworking until it fits the individual and family. Do not expect to have a perfect spending plan the first time one is set up.

Most people prefer to use a monthly budget period. It is usually a more realistic amount of time to work with. Although an individual may be satisfied with the present spending plan, the plan may need to be changed from time to time. As circumstances change, the plan should be adjusted to reflect new goals, needs, and resources. By thinking through expenses, setting goals, and keeping records, an individual is in a better position to make revisions that reflect what is important to the individual and family.

There is no magic plan for financial security. Because everyone has different goals, there is no single "right way" to plan. The amount of money an individual has in the future depends on how the individual manages money today.

Source: Extension Service of Mississippi State University (1998). Publication 1738.

SAMPLE BUDGET

Percent of Income	Expenses
15 - 20%	Debt Payments (includes car, loan, and credit card payments)
25%	Housing (includes mortgage or rent, taxes, insurance, and utilities)
15 - 20%	Food (includes eating out)
10%	Clothing
5 - 10%	Transportation (includes gas, insurance, and repair)
10%	Savings
10 - 20%	Miscellaneous (includes entertainment, medical insurance and expenses, education costs, personal grooming supplies, recreation, and charitable contributions)

TA 155a
TEKS 21D

Steve's Income and Expenses

- Take-home pay of $1200 per month

- Expenses for one month are as follows:

Car payment	$225.00
Church contribution	60.00
Miscellaneous expenses (birthday gifts, etc.)	10.00
Laundry and cleaning	30.00
Recreation	50.00
Car expenses	70.00
Utilities	55.00
Groceries	120.00
Eating out	80.00
Rent	200.00
Savings for college	60.00
Cash reserve	60.00
Telephone bill	35.00
Cable television	30.00
Clothing	50.00
Set aside for renter's Insurance annual payment	12.00

Budget Form

Savings
1. College savings ______________
2. Cash reserve ______________
3. Total $ ______________

Fixed Expenses
4. Rent ______________
5. Utilities, phone, cable ______________
6. Car payment ______________
7. Contribution ______________
8. Total $ ______________

Flexible Expenses
9. Miscellaneous ______________
10. Laundry and cleaning ______________
11. Recreation ______________
12. Car expenses ______________
13. Eating out ______________
14. Groceries ______________
15. Clothing ______________
16. Total $ ______________

Steve's Income and Expenses, Cont'd.

Periodic Expenses

17. Insurance set aside ____________
18. Total $ ____________

What percentage of his income does Steve spend on the following:

19. Fixed expenses? ____________
20. Flexible expenses? ____________
21. Periodic expenses? ____________
22. Savings? ____________

23. Steve's car needs two new tires. They will cost $120.00. He will also have the wheels aligned at a cost of $25.00. As a result, he will have $1055 for his expenses next month. Where can he cut expenses, so he will not exceed his budget? Check the appropriate space(s).

_____ Savings
_____ Fixed expenses
_____ Flexible expenses
_____ Periodic expenses

24. Give three specific ideas for making the cuts suggested above.

____
____
____

25. Using the categories from Teaching Aids 153a and 153b, ***Guidelines for Developing a Budget*** calculate the percentages of expenses on which Steve spends his money. How do the percentages compare to the ones for the Sample Budget?

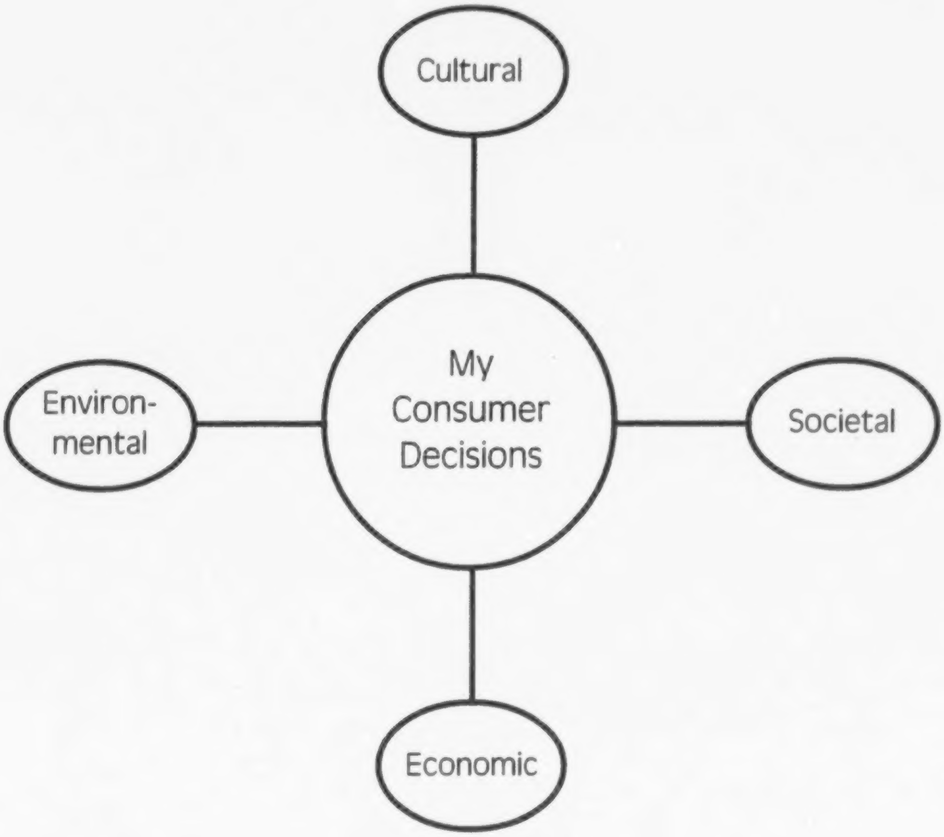
Influences on Consumer Decision Making

Cultural	Economic	Societal	Environmental
Examples: • Religious traditions • Extended families living in one household	Examples: • Employment rate • One-income families	Examples: • Advertising • Peer pressure	Examples: • Natural resource shortage • Environmental laws

TA 157
TEKS 21E

Consumer Decisions

Directions: Expand the web diagram to show examples of ways cultural, economic, societal, and environmental influences have affected your consumer decisions.


Cultural
Environ-mental
My Consumer Decisions
Societal
Economic

TA 158
TEKS 21F

Sources of Information for Consumers

- Advertising
- Media Sources
- Point-of-Purchase Sources
- Consumer-oriented Publications
- Advice from Others
- Consumer Agencies and Organizations

TA 159a
TEKS 21G

Impact of Technology on Consumer Buying

Name____ Date of Interview______________

Name of Person Interviewed____

Gender: _______Male _______Female

Age Range: _______61-70 _______71-80 ______81-90 ______91-100 ______Older

---

1. What careers have you been involved in during your lifetime?

2. As a young adult, how did you pay for most of your purchases? (i.e., check, cash, credit, bartering)

3. What is your earliest recollection of having a checking account?

4. How has consumer buying changed over the years?

5. Which of the following technological advancements do you use as a consumer?

_____ personal computer
_____ financial software
_____ Internet
_____ banking debit card
_____ Automated Teller Machine (ATM)
_____ twenty-four hour customer telephone banking service
_____ drive-in banking services
_____ home shopping through television network
_____ home shopping by catalog

Impact of Technology on Consumer Buying, Cont'd.

6. Of all the technological advancements that have been made through the years, which do you enjoy using the most? the least?

7. Are there any of the technological advancements mentioned previously that you are opposed to using? Why?

8. What do you think consumer buying will be like in the future?

9. What do young people need to know so that they can be better consumers in the future?

10. What kinds of problems do you see consumers facing today? Are any of these problems related to technology?

Your Rights as a Consumer

- ➤ the right to be informed
- ➤ the right to choose
- ➤ the right to be heard
- ➤ the right to safety
- ➤ the right to consumer education
- ➤ the right to consumer redress
- ➤ the right to a healthy environment

TA 161
TEKS 21H

Being a Responsible Consumer

Directions: Place a check mark by the consumer responsibilities that were fulfilled on a recent purchase.

___ Acquired information before making purchase

___ Checked information to make sure it was reliable

___ Used the information to compare products before purchasing

___ Considered personal wants and needs before making the decision to purchase the item

___ Considered financial resources available for this purchase

___ Avoided impulse purchases

___ Considered the impact of the purchase (positive or negative) on others (i.e., family members)

___ Shopped with reliable businesses

___ Refrained from unethical consumer practices (e.g, shoplifting, using the item and returning it, exchanging price tags)

___ Avoided purchasing products that are harmful to the environment

___ Read and followed the use and care instructions on products that were purchased

___ Used the products in a way that was safe to myself as well as others

___ Communicated dissatisfaction with the products in an honest and fair manner to the appropriate businesses and organizations

___ Worked individually or with others to resolve issues common to many consumers

---

Directions: Answer the following questions in complete sentences.

1. Were you satisfied with your purchase? Why or why not?

2. Why is it important to be aware of your rights as a consumer?

3. Why is it important to assume your responsibilities as a consumer?

TA 162
TEKS 22B

Interview Record for Consumer Economics and Resource Management Career Exploration

Directions: Interview a person with a career in the consumer economics and resource management industry to gather information about the rewards, demands, and future trends in related careers. You may use the telephone, E-mail, correspondence, or personal contact methods to secure the information. Record your findings below.

Name of person interviewed:

Job title:

Education or training required for the career field:

Skills required of employees in the career:

Physical requirements needed for this career:

Entrepreneurial opportunities in the career field:

Duties and responsibilities performed by employees in the career:

Rewards, such as duties, work schedules, and salary that add enjoyment to this career:

Job outlook for the future in consumer economics and resource management industry careers:

Suggestions for courses to take in high school to help prepare a person for this career:

TA 163
TEKS 23A

Housing Priorities and Needs

Directions: Identify housing priorities and needs for each period of adulthood in the spaces below. Consider the varied circumstances and changes that may occur within each period.

Early Adulthood (ages 20-39)	Middle Adulthood (ages 40-65)	Later Adulthood (ages over 65)

TA 164
TEKS 23A

Housing Choices Interview

Name ______________________________ Age ______________________________

1. What is the age of each member of your family? ______________________________

2. Do you rent or own your home? ______________________________

3. How do you meet physical needs related to housing (such as for possessions and space for activities)?

4. How do you provide for safety needs related to housing? ______________________________

5. How do you meet emotional needs related to housing (such as providing for a sense of belonging, privacy, and personal expression)? ______________________________

6. What housing adaptations has your family made (such as remodeling, adding space, or moving to a new home)? ______________________________

7. What needs prompted your family to make housing adaptations? ______________________________

8. What other priorities or needs have affected your housing choices? ______________________________

TA 165
TEKS 23C

Housing Considerations

Directions: Refer to Teaching Aid 163, Housing Priorities and Needs, to review housing priorities and needs identified for each period of adulthood. In the spaces below, describe considerations related to meeting those needs and promoting family strength in each of the periods of adulthood.

Early Adulthood (ages 20-39)
Middle Adulthood (ages 40-65)
Later Adulthood (ages over 65)

Types of Single and Multifamily Housing

Multi-family Dwelling

Duplex
Fourplex
Townhouse
Condominium
Apartment
Dormitory
Rented room

Single-family Dwelling

Development/tract house
Custom-built house
Older or pre-owned house
Prefabricated structure
Manufactured/Mobile home

TA 167a
TEKS 24D

Trends Impacting Housing

Cultural

Demographic

Societal

Economic

TA 167b
TEKS 24D

Trends Impacting Housing, Cont'd.

Trends/Factors	**Examples of Potential Effect on Housing**
Cultural	
Cultural influences on housing styles	Influences architectural styles in geographic areas, such as Spanish architecture in the Southwest or Cape Cod colonial (English/Dutch influence) in the Northeast
Cultural and family traditions and preferences	Influences choice of housing type and style
Increasing racial and ethnic diversity	Impacts demand for various types and styles of housing; attractive market for industry expansion as minority and moderate-income households purchase homes in record numbers
Societal	
Long-term shift of population away from the Frostbelt (Northeast) to Sunbelt states (South and West)	Growth in the housing industry and increased housing demand in the Sunbelt states
Decentralization of people and jobs away from densely populated center cities to less congested suburban neighborhoods and outlying areas (Trend is fostered by telecommunications advances that allow companies to relocate to lower cost locations)	Growth, sometimes erratic, of outlying suburbs and counties. Challenges and opportunities related to demand in growth areas, as well as challenges of decreased housing demand in cities
Increased mobility of individuals and families	Families are likely to move, and thus change housing, multiple times
Demographic	
Aging of large baby-boomer population towards retirement	Demand for recreational and/or retirement housing
Movement of children of baby-boomers towards home-buying ages	Increased demand for first-time home buyers
Shifts in family composition: — baby-boomers to aging/"empty nest" stage — increase of single-person households	Impacts demand for various housing types, such as — recreational or retirement housing — multifamily and manufactured housing

Trends/Factors	**Examples of Potential Effect on Housing**
Economic	
Low interest rates, inflation, and employment rates	Housing production and sales are promoted by low mortgage interest rates, strong employment growth, and low rates of inflation. Inflation, rising interest rates, and high unemployment figures negatively impact housing production and sales and consumer confidence
Innovative mortgage finance options; more flexible lending standards	Make home buying more accessible to more people
Income distribution — widening wage gap between well-educated, high-skilled workers with increased earning capacity and less-educated, low-skilled workers	Increased demand at both ends of the housing spectrum — low-income renters and high-income home owners. Will be challenging to address housing problems of extremely low-income households
Home ownership as investment/financial security	Promotes home purchases; many moderate-income households became homeowners

Principles of Design

Balance

Arrangement of objects to create a feeling of rest and equilibrium (may be formal or informal arrangement on each side of an imaginary center line)

Rhythm

Illusion of motion as the eye moves easily from one part of the design to another

Emphasis

Attention is drawn to a focal point or center of interest in a design

Proportion

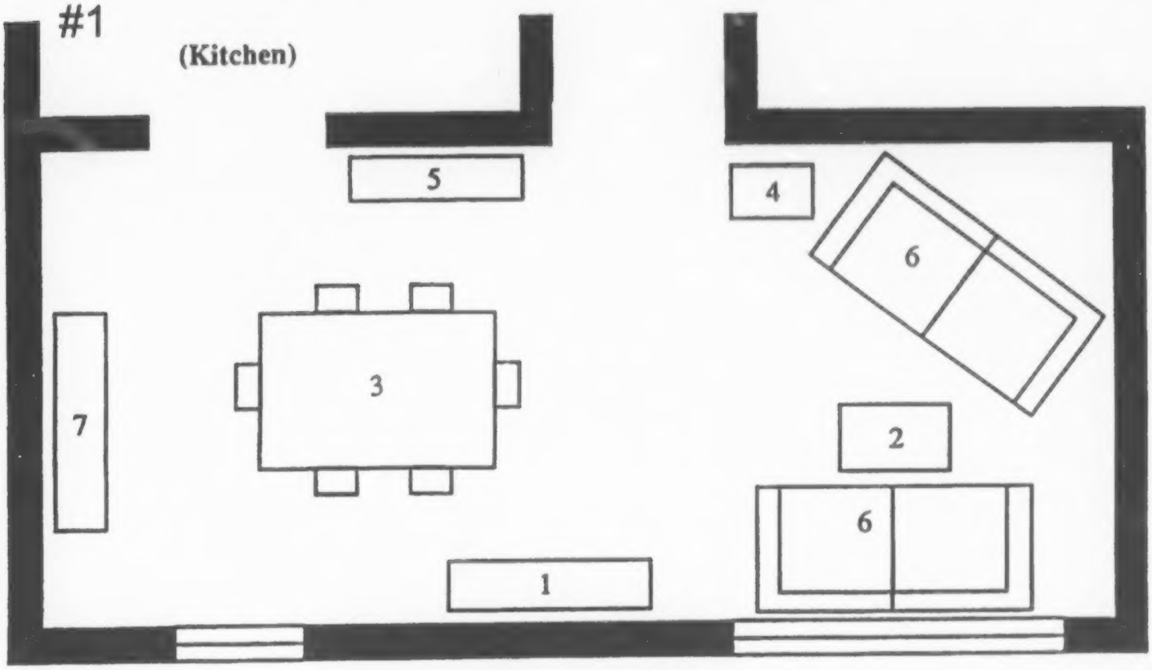
Relationship of design parts to each other and to the design as a whole based on division of space

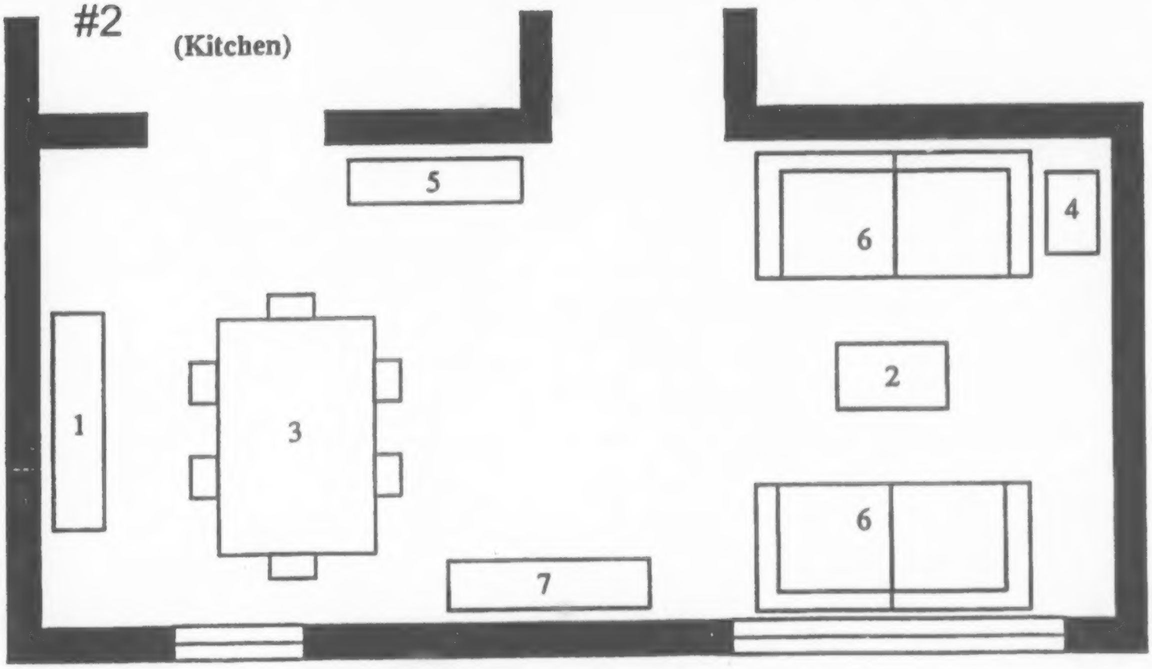
Harmony/Unity

All parts of the design work together to create a pleasing, whole impression

TA 169
TEKS 25A

Furniture Arrangement


#1
(Kitchen)
5
4
6
3
7
2
6
1


#2
(Kitchen)
5
6
4
1
3
2
6
7

1. Buffet
2. Coffee Table
3. Dining Table and Chairs
4. End Table
5. Bookshelf
6. Sofa
7. Entertainment Center

TA 170
TEKS 25A

Analyzing Furniture Arrangement

1. How have the principles of design been used in the furniture arrangement?
#1 #2

2. Is the furniture arranged for conversation? Why?
#1 #2

3. Are traffic lanes open between doorways?
#1 #2

4. Are windows easily accessible for opening and closing?
#1 #2

5. Are pieces of furniture placed to balance each other? Explain.
#1 #2

6. How convenient are tables to use?
#1 #2

7. Is the room arranged to be convenient? Why?
#1 #2

8. Is the room arranged to be functional? Why?
#1 #2

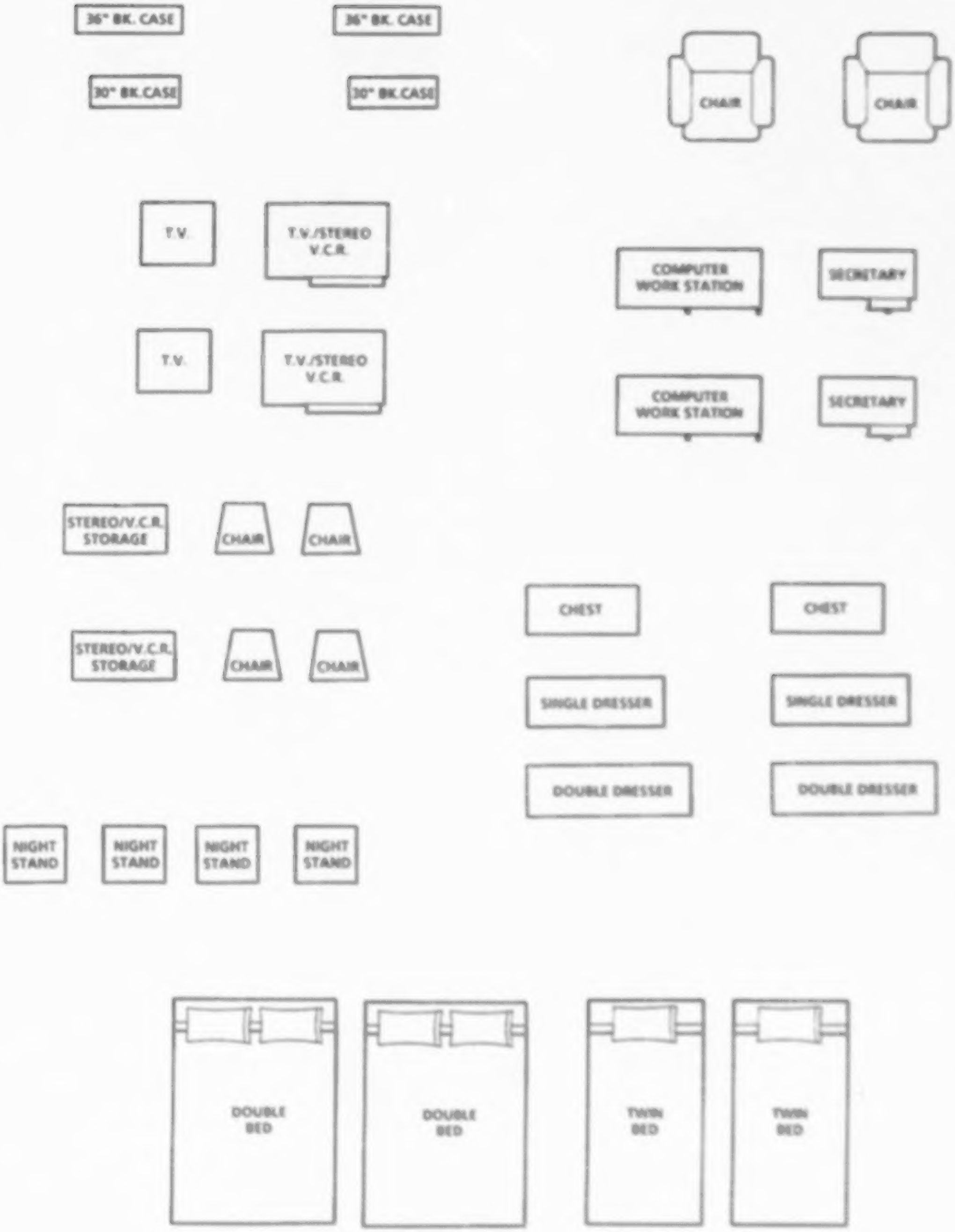
9. How would you describe the aesthetic appeal of the room?
#1 #2

10. Which room is most functional and aesthetically pleasing? Why?
#1 #2

TA 171
TEKS 25A

Furniture Cut-Outs

(Scale 1/4" = 1')


36" BK. CASE
36" BK. CASE
30" BK.CASE
30" BK.CASE
CHAIR
CHAIR
T.V.
T.V./STEREO V.C.R.
T.V.
T.V./STEREO V.C.R.
COMPUTER WORK STATION
SECRETARY
COMPUTER WORK STATION
SECRETARY
STEREO/V.C.R. STORAGE
CHAIR
CHAIR
STEREO/V.C.R. STORAGE
CHAIR
CHAIR
CHEST
CHEST
SINGLE DRESSER
SINGLE DRESSER
DOUBLE DRESSER
DOUBLE DRESSER
NIGHT STAND
NIGHT STAND
NIGHT STAND
NIGHT STAND
DOUBLE BED
DOUBLE BED
TWIN BED
TWIN BED

Arranging Bedroom Furniture

Directions: For each case study below, draw the room to scale on 1/4" graph paper. Remember that 1/4" = 1'. For each room, draw in space for two doors - one entry door and one closet door. Then try various arrangements using the furniture cut-outs. When you find an arrangement you like, paste the cut-outs in the room.

Case Study #1

Debera is planning to redecorate her bedroom this summer. It is a small room and only a minimum amount of furniture can be used. One of her big problems is to arrange her furniture so as to make it most convenient and comfortable to use, yet look attractive and well balanced. Debera has a double bed, dresser, and a small desk/secretary. She is considering buying a new chair if she has room.

Debera's room measures 8'x10'.

Case Study #2

Jesse is quite happy. His family is moving into a new house, and he will have a bedroom all to himself. He has been saving money from his part-time job and plans to buy new furniture. What pieces of furniture would you suggest for him, and how would you arrange the furniture in his room?

Jesse's room measures 10'x12'.

Case Study #3

Marta and Lin are sisters who share a room. Marta is 16 and just loves the latest hit music. Her CD collection is one of her prized possessions. Lin is 14 and is very studious. She likes to read and spends much of her leisure time on her stamp collection. Their room is large. Plan a good furniture arrangement to meet the needs of each: sleep, study, dress, and leisure activities.

Marta's and Lin's room measures 12'x15'.

TA 173
TEKS 25B

Furnishing a Home – Case Study

Trevor is moving away from his parents' home into an unfurnished duplex. The duplex comes with an electric range and dishwasher. There are hook-ups for a washer and dryer in the garage. The duplex has one bedroom, one bathroom, a kitchen, dinette, and living room. There are plain white mini-blinds in the bedroom but no window treatments on the two windows in the living room and one window in the kitchen.

Trevor needs help in developing a plan to obtain home furnishings and equipment for his new home. He knows he cannot afford all new items, but he wants his living space to be comfortable and attractive. He wants to begin acquiring some items that will last a long time – that he can take with him if he moves to other places over the next several years.

Your teacher will give you an amount of money with which Trevor has to work. Develop a plan for Trevor that include a list of items needed (home furnishings, accessories, and equipment), cost of each item, total costs, and where to acquire each item. If Trevor's budget does not cover recommended purchases, figure out how to adapt the plan to reduce cost. Summarize your plan in a format that can be presented to the class.

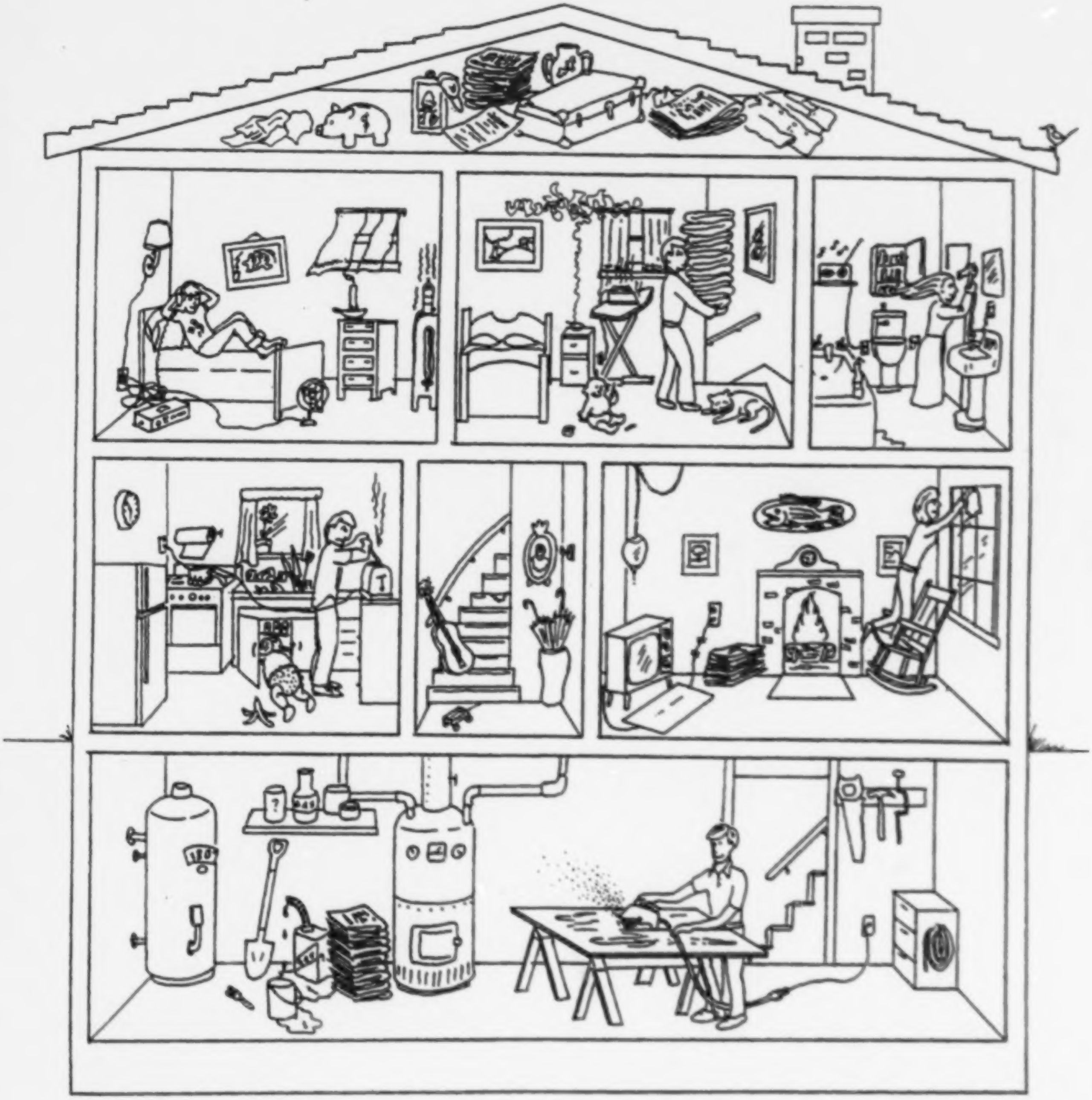
Home Maintenance Tasks

Daily	**Weekly**	**Occasional**

TA 174
TEKS 25D

TA 175
TEKS 25E

Is This Home Safe?



There are 31 dangerous safety hazards going on here. Can you spot them?

TA 176
TEKS 25E

HOW MANY SAFETY HAZARDS DID YOU FIND?

1. Stacks of newspapers, rags, and old junk are stored in the attic. These are fire hazards because they burn quickly and easily. Household rags may have polish or wax on them, and if stored in a confined place like an attic, can be the start of a spontaneous combustion.
2. Electrical outlets are overloaded. Too many things plugged into one circuit with an "octopus" connection can cause wires to overheat and start a fire. How do you know if a circuit is overloaded? Figure out the number of watts available on the circuit: multiply the voltage in the home, usually 120, by the amps that circuit has, usually 15 volt breaker panel. The combined wattage of the appliances used on the circuit should never be more than the total.
3. Candles are burning too close to curtains.
4. An aerosol can is on the radiator. Excessive heat can cause aerosol cans to explode; store them in a cool place.
5. Person is carrying a load that blocks his/her view. Instead, divide the load and make two or three trips.
6. Cigarette is left unattended.
7. Iron is left plugged in with sole plate, the hot part, down on the ironing board. Never leave an iron on or plugged in after you've finished using it, especially in a room with a small child.
8. Cosmetics are left where a child can play with them. Even the most innocent looking product can be harmful if eaten by a child.
9. Blow dryer is used above a sink filled with water. One can be electrocuted if it falls into the water, even if it's plugged in and not turned on.
10. Prescriptions or over-the-counter drugs are left lying around. Store medicine out of reach of children. Never leave medicine lying around where it might be mistaken for candy. Discard any leftover prescription drugs immediately.
11. A glass bottle is on the tub. Anything made of glass is a hazard near the tub since it is easy to shatter and the body is unprotected.
12. A radio is on a shelf near the bathtub. Never place a radio where it could fall into water or where one could touch it if he/she is in water.
13. The fireplace has no screen to shield the room from sparks.
14. Magazines are stacked too close to the fireplace.
15. The T.V. has a frayed cord. Frayed cords can cause short circuits, fires, and shocks.
16. An electrical cord is running under a rug. Friction from the rug could make the insulation on the cord wear out. The rug also hides the damage until it's too late.
17. A chair is used as a step stool. Standing on anything other than a stool or ladder designed for the purpose can result in a fall.
18. Junk is piled in the stairwell.
19. Carpeting on the stairs is torn.
20. Knives are pointing up in the dish drainer. Point knives down, or dry them immediately and put them away.
21. A pot on burner has the handle turned out. Turn pot handles in but never over another hot burner.
22. Electrical cord is too close to a burner.
23. A fork is used to get toast from a plugged in toaster. This can cause a shock. Unplug the toaster first.
24. Household cleaner and other poisonous chemicals are stored under the sink where a child could reach them.
25. A banana peel is on the floor. Wipe up spills immediately to prevent slipping.
26. Paper towels on the wall holder are too close to the stove.
27. A heavy-duty power tool is plugged into a thin ungrounded extension cord. Plug three-prong grounded plugs into grounded outlets only. Never remove the third prong; it is there for safety.
28. Newspapers and paint cans are stacked too close to the furnace. Throw out old newspapers, and store paint cans away from heat.
29. Gasoline is stored in a glass container, and paint remover is in a soda bottle. Keep gasoline in a safety bottle only. Keep paint remover and other chemicals in their original containers.
30. Water heater is set at 180°. Setting the water heater at 120° reduces the chances of being scalded in the shower and also saves energy.
31. A power tool is used without safety glasses.

TA 177
TEKS 26B

Interview Record for Housing Career Exploration

Directions: Interview a person with a career in the housing industry to gather information about the rewards, demands, and future trends in housing careers. You may use the telephone, E-mail, correspondence, or personal contact methods to secure the information. Record your findings below.

Name of person interviewed:

Job title:

Education or training required for the career field:

Skills required of employees in the career:

Physical requirements needed for this career:

Entrepreneurial opportunities in the career field:

Duties and responsibilities performed by employees in the career:

Rewards, such as duties, work schedules, and salary that add enjoyment to this career:

Job outlook for the future in housing industry careers:

Suggestions for courses to take in high school to help prepare a person for this career:

Leadership Styles

▲ Characteristics of a ***democratic*** leader include the following:

- allows free flow of ideas
- shapes groups with regard to consensus opinion
- keeps group focused
- makes decisions and determinations based upon group's consensus
- motivates group members
- is friendly and sociable
- allows group members to feel they can do tasks their own way

▲ Characteristics of an ***authoritarian*** leader include the following:

- is firm, demanding, and direct
- dictates group activity
- does not accept the ideas of others
- demands that group members perform tasks quickly and efficiently
- causes unhappy relationships to develop
- uses power to influence others to carry out ideas

▲ Characteristics of a ***laissez-faire*** leader include the following:

- is less structured than democratic
- does not direct group activity
- allows group members to do whatever they want
- produces groups that are not very productive
- stays on the same level as the group

TA 179
TEKS 27A

Leadership Characteristics

- ✔ Poised
- ✔ Takes initiative
- ✔ Skilled communicator
- ✔ Respects others
- ✔ Works well with others
- ✔ Well prepared
- ✔ Cooperative
- ✔ Hard worker
- ✔ Good manager
- ✔ Dependable
- ✔ Democratic
- ✔ Confident
- ✔ Accepts responsibility
- ✔ Neat appearance
- ✔ Respected by others
- ✔ Open minded
- ✔ Well informed
- ✔ Courteous
- ✔ Visionary
- ✔ Thinks ahead
- ✔ Punctual
- ✔Service-oriented

TA 180
TEKS 27B

Practicing Leadership Skills

Directions: Write your responses to the following questions. For questions 1-3, you may report your experiences or the specific experiences of someone else.

1. Describe your participation in a meeting conducted according to parliamentary procedure.

2. Describe your participation in a committee meeting.

3. Describe your participation as you planned and conducted a leadership activity at home, school, or in the community.

4. Use newspaper articles, pictures, interview sources, the Internet, or other resources to gather information, and show your understanding of participation as an effective citizen in our democratic society. Identify the resources, and explain the relationship to the issue.

Qualities of Effective Team Members

- ✓ Cooperates
- ✓ Participates
- ✓ Listens
- ✓ Encourages other team members
- ✓ Resolves conflict without anger
- ✓ Is Enthusiastic
- ✓ Is Punctual
- ✓ Is Dependable
- ✓ Exhibits Helpfulness
- ✓ Communicates ideas well
- ✓ Shares ideas and materials
- ✓ Respects other viewpoints
- ✓ Has a sense of humor

TA 182
TEKS 27C

HOW DO I RATE AS A TEAM MEMBER?

Directions: Rate your potential for success by placing a ✔ in the column that best describes your skill as a team member.

Do you . . .	Usually	Sometimes	Rarely
• Follow directions?	☐	☐	☐
• Refrain from gossip?	☐	☐	☐
• Volunteer help when needed?	☐	☐	☐
• Refrain from destructive criticism?	☐	☐	☐
• Accept criticism without anger?	☐	☐	☐
• Participate in group activities?	☐	☐	☐
• Do your share of any job or activity?	☐	☐	☐
• Listen to others?	☐	☐	☐
• Follow the rules of the group?	☐	☐	☐
• Enjoy all members of the group?	☐	☐	☐
• Adapt to changing situations?	☐	☐	☐
• Accept those whose views differ from yours?	☐	☐	☐
• Have a sense of humor?	☐	☐	☐
• Accept people of other backgrounds?	☐	☐	☐

What Are Employers Looking For?

- → Interpersonal Skills
- → Teamwork Skills
- → Analytical Skills
- → Oral Communication Skills
- → Flexibility
- → Computer Skills
- → Written Communication
- → Leadership
- → Work Experience

*Results of 1997 survey conducted by the National Association of Colleges and Employers.

TA 184
TEKS 27D

Why Work in Teams?

▲ American business and industry leaders are encouraging teamwork and are looking for employees with skills in effective team membership. Here are some of the reasons why:

- A small group can solve problems more quickly and more creatively than one person acting alone.
- Team members can use combined talents and strengths to overcome each individual's weakness.
- Team members can rely on each other for encouragement to reach production or quality goals and for accountability to see that goals are reached on time.
- Change occurs so rapidly in the modern workplace. Teamwork facilitates acceptance and adaptation to change.

TA 185
TEKS 27E

How Groups are Alike and How They are Different

✏ Divide into small groups of three or four, and answer the first seven questions below. Be sure to decide on answers together so that everyone in your group has the same answers.

1. What are two things that everyone in your group likes to do?

2. What are two things that everyone in your group dislikes doing?

3. What are two things that everyone in your group likes to eat?

4. What are two things that everyone in your group dislikes eating?

5. How many ways can you find that people in your group are alike? List them.

6. How many ways can you find that people in your group are different? List them.

7. As a group, how did you decide on answers?

✏ After your group has answered the first seven questions, then answer the remaining ones alone.

8. What is at least one way that you are different from all the others in your group?

9. What would be one good rule to follow to work well with people in groups?

Source: "Celebrating Differences," *Essential for Home Economics Education: The Cornerstone*, 1999.

STRENGTH IN DIFFERENCES

It is fortunate that people are not all alike. There is strength in differences. Look at the coins in your pocket or purse, and you will find this phrase on every one — "E Pluribus Unum." This translates into the following: "From Many, one" — many different states made up of diverse citizens joined together to form a more perfect Union. The diversity of this nation is the foundation of its greatness.

The United States has long been known as "melting pot" where the characteristics of immigrants from diverse backgrounds are "melted" or blended together. Perhaps a more appropriate analogy would be a soup or stew pot where each ingredient (or group) maintains a significant identity of its own to add depth to the flavor and value of the stew. Within each of these ingredients or groups can be found individuals who differ greatly from each other. The main purpose for celebrating diversity is to draw on the uniqueness and strengths of each individual to create an even stronger, larger group — e pluribus unum.

Teams of any kind — sports, families, organizations, businesses — are made stronger by diversity. A football team made up of eleven quarterbacks, no matter how great they might be, is destined to lose. A winning football team needs tackles, guards, ends, running backs, kickers, etc. A winning team must be made up of people with diverse talents who are able to handle diverse situations. It is the combination of these diverse talents that make teams strong.

Source: "Celebrating Differences," *Essential for Home Economics Education: The Cornerstone*, 1999.

Having Fun With Your Family

There is real value in the family having good times together. The time that families have together is short. It may seem to you that the growing-up years are very long, but actually, the years of a family's living together are brief. There is so much to learn from your own family. From these family-together times, you will build strength and a new calmness. You will also store up wonderful memories for the years to come when you will no longer be one family under one roof.

If the family is just a collection of people who sleep under one roof, share the bathroom and television, and pass one another on the way in or out, they are not likely to have the deep close feeling that keeps families together. When dad and mother and the children have good times together, they build a feeling of togetherness. They have more of a chance to be relaxed and serene. They are not always rushing off to somewhere else. Families that play together are likely to stay together longer than families who just use home for a place to sleep, change clothes, and use the telephone.

Family fun brings better understanding. You will never have a better opportunity to know your family than when you play together. You may be surprised, when you and your dad assemble a bicycle, that he is an expert at mechanical tasks. Your family may play charades and find that your mother is great in acting out her part. All of you are happily surprised at your sister's ease in handling a boat or at your brother's way of keeping the smaller children entertained. You go to a park on Sunday afternoon, and it turns out that grandmother knows a great deal about it because she used to go there when she was younger. You find out your family's talents. You develop a new respect for your family and they for you. This deepened feeling increases family understanding. This makes problems easier to solve. You have a new base on which to build strength.

You may also find weaknesses with which you can help. Perhaps a sister is afraid of water because somebody dunked her when she was little. You can teach her how to swim. Somebody screams at the sight of a snake. You can explain how to tell the dangerous snakes from the harmless ones. Perhaps Uncle John knows all about poison ivy and can guide the family past the places where it grows.

Make holidays and birthdays special. Birthdays and holidays are good times for families to be together. Each family celebrates these special occasions in different ways. Something happens that they enjoy, and they do it over and over each year until it becomes a family tradition. These family traditions build memories you will like to keep after your family is scattered and you have gone on to a home or career of your own.

Family fun can help individuals develop a better personality. The more you understand your family, the prouder you are likely to be of every member, of their skills, and of their interesting, varying personalities. Pride in your family is an admirable trait:

- You learn what it means to cooperate when you play with your family.
- You learn how dependent people are on one another.
- You learn how much more quickly jobs such as "cleaning up" can be accomplished when everybody helps.
- You learn tolerance for the viewpoints of others.

Having Fun With Your Family, Cont'd.

- You gain respect for the knowledge of older people.
- You learn how to be more helpful, and it gives you a good feeling.

When the storms come, the deep-rooted family tree of love and understanding can stand the shocks. Families like this are less likely to break or to produce juvenile delinquents or alcoholics. They too will have their problems, but the problem solving is easier for families where members have grown stronger by being together in happy ways.

TA 188

Family Fun

1. What do people remember most vividly about fun times with their families?

2. How do some families celebrate holidays?

3. How do some families celebrate birthdays?

4. List activities some families do together. Do you enjoy any of these activities? Why?

5. What games do some families play for entertainment?

6. Family reunions bring many families together. What kinds of activities are often held to celebrate family reunions?

7. What are rewards of having good times with the family?

Career Brochure

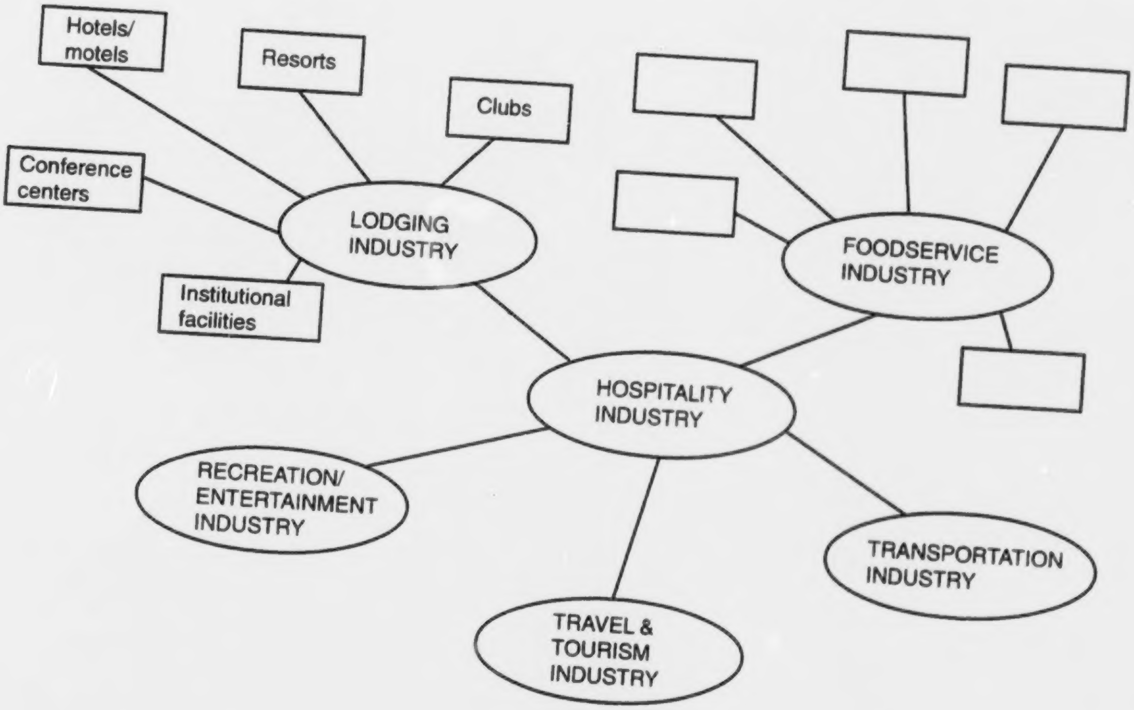
◆ The brochure should meet the following criteria to be complete:

- title
- attractive, well-designed format
- accurate understanding of the topic (employment and entrepreneurial opportunities; preparation requirements, demands, rewards, and responsibilities)
- accurate information
- reliable sources
- typed or computer-formatted
- graphics
- clear, easy-to-read text

*Use the Brochure Assessment form for more detailed information.

BEST COPY AVAILABLE

Web Diagram


Hotels/ motels
Resorts
Clubs
Conference centers
Institutional facilities
LODGING INDUSTRY
FOODSERVICE INDUSTRY
HOSPITALITY INDUSTRY
RECREATION/ ENTERTAINMENT INDUSTRY
TRAVEL & TOURISM INDUSTRY
TRANSPORTATION INDUSTRY

Internet Terminology

AUP	*Acceptable Use Policy*; a written agreement signed by teachers, students, and parents outlining the terms and conditions of Internet use
Bookmarks	a list on your computer of your favorite Web pages
Browser	a special software program used to navigate the World Wide Web
Download	to copy information from another computer (Note: Upload means to send information to another computer.)
E-mail	Electronic mail; exchange of messages with people around the world over the Internet
FAQ	*Frequently Asked Questions*; files containing common questions asked and their answers
Home Page	the first page you see when you start your Web browser
HTML	*Hypertext Markup Language*; programming language used for creating Web pages
Hypertext	text on a Web page that contains links to other Web pages
Internet	the global computer network that connects millions of computers
ISP	*Internet Service Provider*; a company that provides access to the Internet through a phone line
Netiquette	rules of conduct for Internet users
URL	*Uniform Resource Locator*; the address used to locate a specific Web page
Web Page	a document stored on a computer that contains information and possibly graphics, sound, and even movies
Web Site	a university, government agency, or company that stores Web pages that you can view
WWW	World Wide Web; an Internet system that offers vast amounts of information

BEST COPY AVAILABLE

Netiquette

Netiquette is the accepted rules of conduct for Internet users. If you are going to use the Internet, you need to be aware of these rules:

- Always remember that there is a person at the computer on the other end.
- The Internet is not private. Do not type anything that you would not show your boss, your teacher, your principal, or your grandmother.
- DO NOT TYPE IN ALL CAPS BECAUSE THAT IS CONSIDERED SHOUTING.
- Always complete the subject line when sending a message so that the receiver can identify your subject.
- When responding to a message, state what you mean. Avoid just yes or no responses.
- Do not ramble on with your communication. Stay on the subject at hand.
- Never write put-downs. Respect others and their viewpoints.
- Do not copy other people's messages without their permission.
- Avoid obscenities or any offensive language.
- Be careful with humor; others may not be able to tell when you are "just kidding." Use a "smiley" [:)] to show you are kidding.

Activity Assessment

Activity:

Criteria	3	2	1
Depth and breadth of research	offers accurate analysis of the major and minor issues surrounding the topic; uses three or more references	relates major facts to the basic topic with fair degree of accuracy; uses two references	provides only minor facts basic to the topic; inaccuracies; uses only provided information (text) as reference
Application of knowledge	demonstrates in-depth understanding of the topic; accurately employs all parts of the information	demonstrates general understanding of the topic; employs most parts of the information with fair degree of accuracy	lacks understanding of topic; employs only the most basic parts of the information; several misconceptions about the topic
Written/Oral communication	presents a well organized presentation; message is easily understood	presents a somewhat organized presentation; message is vague	presentation is unorganized; message tends to wander or ramble and hard to understand
Creativity	imaginative, self-initiated finding and use of resources; extensive originality in presentation	considers provided materials; demonstrates adequate originality in presentation	lacks initiative when finding and using resources; lacks originality in presentation

Self-Reflection: On the back of this sheet, write a paragraph that describes how you can use knowledge gained from this activity in the future.

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